DOCUMENT RESUME

ED 328 358 PS 019 407

TITLE	Quality Care for School-Age Children: A Self-Instructional Guide To Help Staff Plan and Implement a Quality Program for School-Age Children.
INSTITUTION	Childcare Resources, Birmingham, AL.
SPONS AGENCY	Alabama State Dept. of Education, Montgomery.
PUB DATE	Jul 90
NOTE	103p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*At Risk Persons; Check Lists; Educational Environment; Educational Equipment; Educational Philosophy; Elementary Education; Elementary School Students; Grouping (Instructional Purposes); Guidelines; Individual Development; *Instructional Development; *Learning Activities; *School Age Day Care; *Student Characteristics; *Teacher Role
IDENTIFIERS	*Informal Learning

ABSTRACT

The purpose of this manual is to provide school-age child care center staff in Alabama with information about school-age children that facilitates program planning and provides a basis for implementing and evaluating a high quality school-age child care (SACC) program. Sections of the manual discuss: (1) teacher competencies addressed by the manual; (2) characteristics of a high quality SACC program; (3) the development of program philosophy; (4) the staff role in caring for children at risk; (5) SACC children's needs; (6) developmental characteristics of school-age children and ways to meet their needs; (7) the SACC program's essential ingredients, quality indicators, equipment, nutritional aspects, activities, evaluations of health and safety policies and procedures, schedule of activities, and lesson plans; and (8) staff roles and responsibilities. A total of 18 displays and 34 exercises supplement the statements of purpose and rationale in each section. Appendices provide a bibliography of 29 citations, definitions of terms, names and addresses of organizations and agencies that provide technical assistance and training or are of special interest, 218 citations of activity resource books, and additional suggested resources for staff. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

QUALITY CARE FOR SCHOOL-AGE CHILDREN

A Self-Instructional Guide to Help Staff Plan and Implement a Quality Program for School-Age Children

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Alabama St. Dpt. of Educ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Developed by

Childcare Resources
Birmingham, AL
A United Way Agency

Under Contract with the Alabama State Department of Education
Division of Student Instructional Services
Community Education Section

July, 1990

PS 019 053

This project is made possible through the Federal Dependent Care Planning and Development Grant to the Alabama State Department of Education from the U.S. Department of Health and Human Services.

QUALITY CARE FOR SCHOOL-AGE CHILDREN

A Self-Instructional Guide to Help Staff Plan and Implement a Quality Program for School-Age Children

Childcare Resources
Birmingham, Alabama
A United Way Agency

Under contract with the Alabama State Department of Education
Division of Student Instructional Services
Community Education Section
July, 1990

ACKNOWLEDGEMENTS

Executive Director: Ms. Margaret A. Curry
Project Director: Ms. Cherri Morriss
Technical Training Specialist/Writer: Ms. Suellen Wilkins

For their contributions as members of the Technical Advisory Committee, Childcare Resources would like to recognize and express appreciation to the following persons:

Dr. Cammie Atkins
Assistant Professor, Division of Education, Birmingham-Southern College

Dr. Stephen Graves
Assistant Professor, Department of Curriculum and Instruction, University of Alabama at Birmingham

Ms. Rhonda Charping
Director of Day Care Services, Vestavia Hills Board of Education

Dr. Karen Delano
Principal, Shades Cahaba Elementary School

Ms. Judy Jackson
Director, Trinity Day Care

Ms. Sandra McLemore
Center Director, Camp Fire West Day Care

Mr. Shelley Richardson
Zone Coordinator, Hewitt Trussville/Leeds Community Education Zone

Mr. Bob Ritchey
Community Education Specialist, Alabama State Department of Education

Ms. Mattie Sanders
Center Director, Birmingham Center, Girls Inc. of Central Alabama

Mr. Tommy Sherer
Community Education Information Specialist, Jasper City Board of Education

Ms. Bertha Summers
Child Care Consultant

Dr. Bobbie Walden
Coordinator, Community Education Section, Alabama State Department of Education

Mr. Danny Yerby
Coordinator, Going Community School

Childcare Resources also would like to thank Dr. Stephen Graves, Assistant Professor, University of Alabama, and Ms. Linda Houghton, Principal, William J. Christian School, for their editorial assistance.

TABLE OF CONTENTS

SECTION		PAGE
I.	INTRODUCTION	1
II.	WHAT IS QUALITY SCHOOL-AGE CHILD CARE?	3
	A. Purpose	3
	B. Rationale	3
III.	DEVELOPING A PHILOSOPHY	5
	A. Purpose	5
	B. Rationale	5
IV.	CARING FOR CHILDREN AT RISK	7
	A. Purpose	7
	B. Rationale	7
V.	THE IMPORTANCE OF OUT-OF-SCHOOL TIME	9
	A. Purpose	9
	B. Rationale	9
	C. What is Play	10
VI.	THE CHILDREN WE CARE FOR	14
	A. Purpose	14
	B. Rationale	14
	C. Characteristics of School-Age Children	15
	D. How Children Learn	22
VII.	WORKING WITH CHILDREN IN A GROUP SETTING	25
	A. Purpose	25
	B. Rationale	25
	C. Program Ingredients	26
	1. Environmental Considerations	26
	2. Appropriate Equipment	33
	3. Choosing Appropriate Activities	35
	4. Providing Snacks and/or Meals	38
	5. Health and Safety	40
	6. Planning, Scheduling and Evaluating	42
	7. Classroom Management	54

TABLE OF CONTENTS

(continued)

VIII. THE ROLE OF THE TEACHER 61

A. Purpose 61
B. Rationale 61
C. Characteristics of Quality Staff 62
D. Responsibility of the SACC Teacher 64

IX. APPENDIXES

A. Bibliography 74
B. Definitions 78
C. Organizations and Agencies Providing Technical Assistance and Training 80
D. Special Interest Organizations 81
E. Activity Resource Books 83
F. Suggested Resources 97

I. INTRODUCTION

QUALITY CARE FOR SCHOOL-AGE CHILDREN

A Self-Instructional Guide to Help Staff Plan and Implement a Quality Program for School-Age Children

This manual is designed to be used as a self-instructional guide. Each chapter gives instructions for completing activities based on the rationale/background information sections of the chapter. Those using the guide are encouraged to use the manual as a reference along with other classroom teaching aids.

The purposes of this manual are to provide the school-age child care center (SACC) staff with information:

- about school-age children in order to plan a program which is responsive to their needs,

- that will give a basis for implementing and evaluating a quality school-age child care program.

The information, activities and exercises in this manual are designed to help the SACC teacher:

- document indicators of quality SACC programs,
- assess existing SACC program for meeting quality indicators,
- develop and write a personal philosophy regarding the SACC program and children,
- think about the importance of out-of-school time,
- identify the developmental characteristics of school-age children (5 years - 13 years),
- identify the various ways school-age children learn,
- evaluate the present SACC environment,
- plan an appropriate environment for a SACC program,
- evaluate the present SACC equipment,
- identify appropriate equipment for SACC programs,
- identify and develop appropriate activities based on what is known about the school-age child,
- identify a number of nutritional snacks that will involve the school-age children in the preparation,
- set up a cooking area in the SACC classroom,
- evaluate the SACC program's health and safety policies and procedures,
- develop an appropriate schedule for an after-school SACC program,
- develop lesson plans for the SACC program,
- identify positive discipline techniques,
- know what to look for in SACC staff,

- understand the role of the SACC teacher,
- identify ways of communicating with and involving parents in the SACC program,
- understand the importance of maintaining open communication with public school staff and SACC administrators,
- supervise, evaluate and train support staff,
- identify community resources that can support and enhance the SACC program and
- deal with "burnout."

The contents of this manual may also be used by the SACC director for group training sessions. Information on how to organize and present training sessions utilizing the information in this manual can be found in DEVELOPING A QUALITY SCHOOL-AGE CHILD CARE PROGRAM: An Information and Training Manual for Directors of School-Age Child Care Programs, "Developing Staff Training," page 58.

When the manual is used as a text for training staff in a group setting, the exercises at the beginning or end of many sections can be used either to stimulate and direct the participants' thinking or to reinforce the concepts presented in the section. Most exercises can be done with a partner or in small groups. When the exercise calls for participants to list things, the trainer can chart the participants' responses as the group "brainstorms."

The DISPLAYS which are located throughout the manual may be copied and distributed as handouts or made into transparencies.

II. WHAT IS QUALITY SCHOOL-AGE CHILD CARE?

The purposes of this section are to:

- document the things that are part of a quality SACC program,
- assess the existing SACC program in relation to SACC program standards set by experts in the SACC community.

EXERCISE 1:

List those things you feel are necessary in order to have a quality SACC program. Next, read the rationale, then turn to the next page. Compare your list with the "Quality SACC Program Checklist." How many of the items listed on the checklist did you think of?

RATIONALE:

A quality SACC program has qualified, trained staff in appropriate numbers; well designed useable space; creative and developmentally appropriate activities; sufficient amounts of quality equipment, materials and supplies; and low adult/child ratios. But a quality program is much more than this. It provides a unique opportunity within an informal learning environment for children of various ages to live and learn together. It is the school-age children's "backyard," their "home in the afternoon" where they can be themselves, be part of a group, play with friends, develop relationships and interests, practice skills, try new things, be creative, do their homework, curl up with a good book or favorite toy or. . . just be. It's a place where they can talk with adults who care and who accept them for who they are. It is a place where the rules are simple, fair and consistently enforced. It's a good place to be!

DISPLAY 1

QUALITY SACC PROGRAM CHECKLIST

____1. Identifiable philosophy

____2. Written program policies and procedures

____3. Job descriptions

____4. Personnel evaluations

____5. Good program management

____6. Adequate adult/child ratios

____7. Quality staff

____8. Staff handbook

____9. Staff development and training

____10. Appropriate physical environment

____11. Adequate outdoor space

____12. Appropriate equipment

____13. Provision for snacks and/or meals

____14. Parent involvement

____15. Parent handbook

____16. A planned program of activities

____17. A program schedule

____18. Enrichment activities

____19. Lesson plans

____20. Utilization of community resources

____21. Use of volunteers

EXERCISE 2:

Use the "Quality SACC Program Checklist" to evaluate your SACC program. If you are not presently working in a SACC program, visit an existing program and complete the checklist.

III. DEVELOPING A PHILOSOPHY

The purposes of this section are to:

- help the SACC staff person focus on her beliefs regarding children and her role in the SACC program,
- write a philosophy.

RATIONALE:

A quality program doesn't just happen; it takes a lot of work from dedicated staff. The overall SACC program is determined by those who developed the program. The way the program is carried out will depend on the SACC staff and their philosophy.

A philosophy is made up of the beliefs and principles a person has about a particular subject. For example, an educational philosophy would include the beliefs one has about what is best for children; how children grow, develop, learn; and what is the best way to guide them. A clearly thought out, identifiable philosophy is necessary in order to have a successful program. The teacher should compare her philosophy with the program's philosophy. The two philosophies should be compatible. Regardless of the philosophy developed or chosen by the SACC program, all decisions about the program should be based on that philosophy. If the teacher's philosophy is in conflict with the program's philosophy, it is likely that the program's goals and objectives will not be accomplished.

EXERCISE 3:

Using the following outline as a guide, write down the beliefs you have regarding children and the SACC program.

DISPLAY 2

OUTLINE FOR DEVELOPING A PHILOSOPHY

Beliefs I have about what is best for children:

Beliefs I have about how children grow and develop:

Beliefs I have about how children learn:

Beliefs I have about what is the best way to guide/discipline children:

The goals I have for the children I teach:

EXERCISE 4:

Now, write down your program's philosophy. Using both the program's philosophy and your philosophy, look at your SACC program/classroom. Is your philosophy compatible with the SACC program's philosophy? If not, what steps can you take to make your philosophy more compatible with the program's philosophy?

IV. CARING FOR CHILDREN AT RISK

Purpose of this section is to:

- discuss the role the SACC staff play in the lives of children at risk.

RATIONALE:

Over sixty percent of children between the ages of five and thirteen have mothers working outside the home. Without school-age child care programs, many of these children may be placed at risk. . .

- at risk of emotional trauma because they are left alone to make decisions before they are mature enough to feel confident to make those decisions. They often feel lonely because there is no one to be with.

- at risk of becoming involved in inappropriate activities. Often out of boredom or to be a part of a group, children try things that they would not otherwise try if they had appropriate alternatives and were adequately supervised.

- at risk of failure in school because there is no one at home to show interest in them and help them with their homework.

Children need the structure, supervision and support that they receive in a quality SACC program.

EXERCISE 5:

Considering the risk factors mentioned, list the ways your SACC program intervenes to lessen the chance of children remaining at risk.

A quality SACC program can intervene in a child's life by:

1) providing supporting, caring, loving adults who show interest in the children in their care. These adults create an environment that is structured yet flexible in order to meet the emotional needs of the children. They help children develop skill in problem solving and provide opportunities for the children to assume age-appropriate responsibilities. They take time to talk with and listen to children, which says to the children, "You and what you have to say is important!"

2) providing an enriched environment in which children have opportunities to make choices from among many age-appropriate activities of interest to them.

3) providing a means of maintaining open communication between the important adults in the children's lives, that is, public school staff, SACC staff and parents. It is critical for SACC staff to communicate regularly with public school staff regarding homework assignments and areas where the children need special help so that SACC staff can see that all the children receive the help they need; behavior management techniques which work and don't work so there can be consistency among programs; and children's special interests and talents so that opportunities can be provided to develop these interests and talents.

Because SACC staff are the link between the public school and the children's home, communication is essential. SACC staff are in a unique position to provide continuity in the lives of the children they serve. With careful planning and cooperation with the public school staff and parents, SACC staff can provide a program that will support both the parents' and the school's goals for the children. Working together, SACC staff, parents and public school staff can help make children's lives less risky.

V. THE IMPORTANCE OF OUT-OF-SCHOOL TIME

The purposes of this section are to:

- think about the importance of out-of-school time for school-age children,
- learn what children need when placed in SACC programs.

RATIONALE:

Out-of-school time is as important to children as their time in school. The way this time is used is thought to influence not only the children's present life but their adolescent and adult lives. It is during this time that children develop special interests and skills. Children spend from five to eight hours a day in an environment with a great deal of structure, strict codes of behavior and a planned educational emphasis. Once school is out, children need time to go outside, daydream, read, play with friends, bike, skate, practice piano, build, play basketball, play games, be alone, collect things or "just mess around, and be." Out-of-school time is the perfect time for children to relax; stretch their bodies as well as their minds; master their own interests; become creative, resourceful and reliable; and develop their independence and responsibility. Out-of-school time is also the perfect time for children to have the opportunity to participate in planned and organized activities that are meaningful to them. Children need the chance to be successful and competent at something. Activities chosen and planned with this in mind will help children develop a sense of competence, self-esteem and pride in their achievement. Activities need to have enough structure to help the children develop independence but be open-ended enough to allow the children to be creative and resourceful.

In a quality SACC program, children who do poorly in school may find they are good at creative arts and with some special help with homework and activities may improve in their school performance. Those with good grades get a chance to follow through on existing projects and develop other interests.

EXERCISE 6:

If you had the time, space, materials and equipment, what would you like to being doing? Jot down four or five things you like to do.

How many of the things you listed could be considered leisure activities or play? How do these activities benefit you?

Now, ask several school-age children what they like to do when they are not in school or the SACC program. How many things listed by the children could be considered play?

List the ways in which the play or activities named by the children can be beneficial to children.

WHAT IS PLAY?

Webster's dictionary defines play (noun) as "recreational activity, especially the spontaneous activity of children;" (verb) "to move freely within limits; to engage in sport or recreation and especially in spontaneous activity; to take part or engage in."

The value of play is underrated. Many adults do not always recognize the importance of play. One has only to watch children playing and having fun to see the value of play. Play is one of the most important experiences in children's intellectual and emotional development. Play is children's work, their education, their relaxation, their fun. Children learn by playing...but it is NOT the reason why they play. They play because they need it! They need it to help them grow and develop physically, mentally, socially, and emotionally. For children five to thirteen, SACC programs must provide plenty of time for play.

[Webster's New World Dictionary, Second College Edition, David B. Guralink, editor, Simon and Schuster, Inc., New York, New York, 1984.]

DISPLAY 3

THE IMPORTANCE OF PLAY

PLAY helps children build self-awareness:
- children become aware of their abilities
- children develop positive self concepts by being able to succeed

PLAY provides children opportunities to:
- rehearse future behaviors and learn to handle growing up
- solve problems ... to find the answers to their "whys"

When children PLAY, they are in control.

In PLAY children are constantly learning, testing and perfecting their skills which are necessary for success in learning:
- motor skills
- language skills
- reasoning skills
- listening skills
- comprehending skills

PLAY teaches concepts which may influence the children's creativity as adults. It
- develops the imagination
- provides opportunities for experimentation

PLAY helps children to live in and understand their surroundings.

PLAY helps free children from the real world, which is sometimes difficult to understand.

Through PLAY children . . .

- master and understand complicated rules
- understand and express feelings
- learn to share and cooperate with other children and adults
- are able to deal with the fear of the unknown
- acquire attitudes and relationships
- come to realize that everyone is an individual and to respect this fact
- develop communication skills

PLAY develops social relationships.

- teaches the sharing of responsibility
- initiates joint decision-making
- fosters cooperation

PLAY develops moral standards:

- teaches what the group considers right and wrong
- enforces group rules
- encourages good sportsmanship
- fosters generosity and truthfulness

PLAY fosters physical development:

- broadens physical skills
- teaches the body's abilities and limitations
- develops and exercises muscles

PLAY provides outlets for pent-up emotional energy:

- helps release tensions
- helps children deal with life problems
- gives children a way to work out inner conflicts in an external way

PLAY helps children fulfill desires and needs:

- enables children to be leaders through play where they can't be leaders in life
- allows children to be "big" when they are still "little"

PLAY is satisfying in itself. Play is Fun!

PLAY is what children do best!

There are other ways for children to learn besides through play. When a child asks a question, listens attentively to the answer, then tries to evaluate the new knowledge, he is learning in a more typically adult fashion. But a child learns best if he is asking the questions not because it is "question time", but because the answer is something he wants to know. When the need is truly his own, he will absorb the answer, proud that it is a part of him. Things that he does not need to know, that do not arise out of his own spontaneity, may be retained but don't become an integral part of him. [Origins of Intelligence In Children, Jean Piaget, Interpreted by Margaret Cook, International University Press, 1966.]

A child, like every other person, is the only one who can change himself. It is through play that children are able to initiate change.

This is not to say that planning activities for children deprives them of spontaneous play or impedes their imagination and creativity. Planning is an important aspect of quality out-of-school time. Planning involves making sure materials and equipment are available, setting guidelines and limits, and providing an environment that supports the philosophy that children learn through play. Planning provides a framework within which children can blossom. However, we must remember that play is what children do best! Learning is the inevitable result.

VI. THE CHILDREN WE CARE FOR

The purposes of this section are to:

- identify developmental characteristics of school-age children,
- identify ways to meet the needs of school-age children.

RATIONALE:

School-age children have particular intellectual, social, emotional and physical characteristics. In order to design a quality program that is appropriate for these children, staff must be knowledgeable of these characteristics and plan accordingly. There is no "typical" school-age child, but school-age children do share a number of common characteristics at different ages. While it is important to understand these characteristics, it is equally important to understand some basic characteristics of growth and development.

You cannot divide a child into parts--social, emotional, physical and cognitive/mental. It takes each of these characteristics in combination to describe the "whole" child. They are interrelated; i.e. the social and emotional development of a child is affected by and affects the physical and cognitive development of the child.

Children follow the same pattern of growth and development. They go through similar stages of physical, social, emotional and cognitive development. Development goes from the mastery of simple skills to the accomplishment of more difficult ones. The stages of development occur in sequence. Each stage of development establishes the foundation for the next stage. There is always some growth occurring in all areas of development. One area of development may slow down while another area catches up.

Even within the same age group there is great variability in the rate of physical, social, emotional and cognitive development. Every child brings with him his own unique inheritance from his family: his physical attributes, inherent talent, and potential mental ability and temperament. Environmental influences are different for each child, also. Some children may be advanced or delayed in one, two or all areas of development. Knowing where the child is in his development allows the staff to plan and implement activities in which children of varying interests, skills and abilities can become involved and at which they can succeed.

Although there is a great deal of variability in the development of children the same age, there are many similarities. These similar characteristics form the "normal range" for a particular age group and are important to consider when planning for children. Staff can use these characteristics to plan activities that meet the needs of children who share similar strengths and needs.

CHARACTERISTICS OF SCHOOL-AGE CHILDREN

EXERCISE 7:

Take three sheets of notebook paper. Label the first page "Five - Seven Year Olds", the second page "Eight - Ten Year Olds," the third page "Eleven - Thirteen Year Olds." Fold each page in half and label the left column "Developmental Characteristics." Leave the right column blank. Your pages should look like this example. Save this exercise. It will be used later.

EXAMPLE:

FIVE - SEVEN YEAR OLD

DEVELOPMENTAL CHARACTERISTICS

Under each age group, list what you know about children that age. What are they like? Did you list some of the following characteristics?

THE FIVE - SEVEN YEAR OLD

INTELLECTUAL:

Younger school-age children are grounded in reality. Everything has to be concrete . . . real. They are not particularly interested in abstract symbols or ideas. They want to do real work and real jobs, use real tools and receive real rewards. This might include caring for animals, planting a garden, building and painting equipment or furniture, preparing and serving snack or building a clubhouse. Completing real tasks helps build children's senses of competency and self-worth.

They like to play games, but the rules of the game are likely to change to fit various situations that may arise.

They like jokes and riddles that include surprise and resolution of the incongruities.

They like to remember things from the past.

They like to memorize songs, poems and rhymes.

They have a keen imagination. They like to act out stories and imitate adults.

They are beginning to distinguish between what is real and make-believe, true and false.

PHYSICAL:

They are losing their baby teeth.

They can perform self-help tasks independently.

They have a need to practice and show off their skills. They like to be the best at what they do. They will practice and learn the skills needed to excel in anything from sports to reading to riding a bike to painting. They work to build skills because physical prowess gives them a sense of independence. Building skills builds their self-esteem.

They need to know that adults are in control. They need a nurturing adult who provides support, reassurance, encouragement, and limit setting to help them feel safe and secure.

They need an environment that is predictable but allows for flexibility. Established routines and rules give the children a sense of security.

By the age of six, children are able to participate in activities that require large muscle movement and refined coordination, such as roller skating, rope skipping, gymnastics, swimming, and bike riding.

By seven years, most children have begun to perfect the proper movements necessary for catching, throwing and hitting a baseball.

They will attempt most anything.

SOCIAL/EMOTIONAL:

They want to please and help but sometimes they overestimate their abilities and try to do things that are too hard, causing them to become frustrated and angry.

School-age children have a strong desire to make and keep friends. They often form attachments to one or two best friends. They often need help in developing "friend making" skills.

They are increasingly self-conscious and self-critical. They gain confidence through successful completion of concrete tasks and products. They gain self-esteem by being good at something; therefore, each of the children should have the opportunity to

succeed at something each day.

They may have difficulty verbalizing feelings, especially difficult ones like rejection and sadness. They will tend to work out anxieties, fears, and feelings by "acting out" or withdrawing. They need to be helped to recognize and accept their feelings and then to find appropriate, satisfying ways of dealing with them.

They are usually resilient; they get upset easily and get over it quickly. They need to be allowed time to settle their own conflicts.

They have an extreme sense of justice, morality and fair play. They see right and wrong as absolutes. Involving the children in making the program's rules and determining the consequences for breaking the rules will increase the probability that the rules are obeyed.

THE EIGHT - TEN YEAR OLD

INTELLECTUAL:

Eight to ten year olds have a fascination with collecting things, making up codes and playing games with complex rules. They often spend more time arguing over rules than actually playing the game.

They are trying to make sense of their world and figure out their place in it. They categorize and classify, explore and test boundaries trying to make sense of what is often-times an overwhelming world.

They use questions such as Why? What? and How? as a spontaneous way of obtaining information.

They like to shock adults by using "bathroom" language.

They practice their reasoning and problem solving skills.

They have some understanding of time; they can tell time and are able to budget time.

PHYSICAL:

Muscles are more readily injured by strain than are those of younger children.

Bodies of children this age are developing and changing at a slower, steadier rate than in infancy and early childhood with the exception of the pubescent growth spurt. They

may have lots of energy for a period of time and then drop off into a state of lethargy. This is NORMAL! Children should have a choice as much of the time as possible between active, physically vigorous activities and quiet, less vigorous types of activities.

They may appear ungraceful.

SOCIAL/EMOTIONAL:

They have a growing sensitivity to the needs and desires of others. They are able to look past their own needs to comfort, entertain and please others.

Children are still very dependent upon affection and acceptance from home, but begin to increasingly turn to their own age group for a sense of belonging and acceptance.

The peer group is very important and influential. School-age children are developing a self-identity by comparing themselves with others within their peer group. School-age children will mold their behavior, clothes and/or choices of activities to gain the acceptance of those whom they desire as friends.

They also build their identity through experiences with adults. Adults other than parents gain in importance; therefore, it is extremely important to have staff who are good role models and who can show them positive ways of coping with the world. They also need role models who share their gender, race, and ethnic background.

They are independent, honest, and industrious.

They are also somewhat bossy. They are just asserting their independence.

THE ELEVEN - THIRTEEN YEAR OLD

INTELLECTUAL:

Eleven to thirteen year olds are usually intellectually alert, active and curious.

They often like to turn formal drill in subject areas into games.

They are able to use mental operations to manipulate visual imagery. They can rotate one image to make it match a standard image.
They like to have activities organized as clubs with rules, meeting places, flags, emblems and secret codes. Being a part of a group can add to the security of their identity.

They increase their ability to think abstractly and to use unfamiliar language rules, especially when there are appropriate models to imitate and teachers who reward their

efforts and correct responses.

They have lots of energy for learning and are capable of learning quickly, but may be turned off to school. School systems that find a common ground on which to teach basic skills have more success at keeping students "turned on."

They can concentrate for increasingly long periods of time on activities that interest them. They have a surprising capacity for memorizing and planning strategy. School-age children become more involved with activities that challenge them to learn new skills and try novel ideas.

Older children in this age range become preoccupied with asking questions concerning aspects of human life.

Pre-adolescents begin to move into the abstract realm of thinking. They gradually gain the ability to reflect and imagine possibilities in situations rather than holding onto preconceived notions. They like to explore and experiment with equipment and materials. Their curiosity is at its peak. Given the opportunity, they are inventive and creative. Planning should include time for them to explore not only the materials but their own ideas and to develop new interests. They need opportunities to develop the skills and competencies which will enable them to move productively within the "real" world.

They like to accumulate odd bits of information.

They are curious about the results of particular processes, such as the absorption of ink by a blotter. They want to know how and why these things occur.

Most enjoy group games in which their skill depends in part on their ability to take into account what other participants are doing.

PHYSICAL:

They derive satisfaction from their accomplishments in physical skills.

They are near puberty. Girls may start to show secondary sex characteristics.

Girls are generally taller than boys.

Posture may not be so good and may become even poorer as the children approach adolescence. They may be somewhat awkward and clumsy as various parts of the body grow faster than others.

They like physical challenges. Changing the equipment in some way and playing games that will allow them to build on their abilities are two ways to meet this need.

They have a conscious desire to learn new skills. Instruction in them and time and a place to practice become very important.

In general, this age child is eager, active and alert. They have good control of their bodies. They readily acquire skill in sports.

Many like games/situations such as arm wrestling, chess, tennis or tetherball which pit them against one other person .

They may consume great quantities of food, but they may resist eating a balanced diet, preferring to go overboard on certain kinds of food, such as sweets and starches.

SOCIAL/EMOTIONAL:

They withdraw most into their private sphere of self and peers at the very time when they are least attractive - they are gangly, restless, stay dirty, and speak a language that is not completely comprehensible to adults.

They desire increasing responsibility, opportunities to try out adult roles.

They like their privacy. Privacy is a kind of freedom. Because they are able to take care of themselves and their basic needs, they have the freedom to choose to be alone.

They are more capable of assuming another's point of view, verbally exchanging ideas and understanding those of another child.

As children this age realize they are independent persons, they also develop the capacity to feel for others in a much more mature way. Children cannot stand alone in their independence. They need the support and other emotional attachments in the world beyond the family circle. They find these in their own age group.

They form close relationships with children of the same sex whose interest and activities are similar to their own.

They may have strong ideas about likes and dislikes, who they want to be with and what they are interested in doing. They are asserting their independence. After they have been made aware of and considered the alternatives and consequences of their actions, they need to be allowed their preferences within reason.

They need and seek out adults with whom they can have "real" conversations. They need someone who can listen, understand and talk with them on their own level; someone who will accept their ideas, and who will not judge them; someone who will exchange ideas.

Sporadic growth spurts, accompanied by the onset of puberty and hormonal changes,

leave many young adolescents feeling awkward and uncoordinated. They may experience dramatic mood swings. They need support from adults who are accepting and non-judgmental about the children's abilities, appearances, challenging behaviors and attitudes.

They need to be valued as special and accepted as part of a group. This is extremely important to the children's self image . . . as they are valued by others, so they value themselves.

Emerging feelings of sexual identity and sexual desire confuse many of the pre-adolescent school-age children. They also need access to information and facts to help them understand what is happening to their minds, their bodies and their emerging sexuality.

They are constantly challenging adult knowledge.

Every child deserves the opportunity to develop his or her talents, interests and abilities to the fullest extent. Every child is different and has special needs. Quality programs are dedicated to supporting the positive growth and development of each child. Quality SACC staff plan and implement programs that serve a wide range of varying interests, needs, abilities and skills. Understanding children's abilities, interests and needs should tell us something about HOW THEY LEARN.

DISPLAY 4

HOW CHILDREN LEARN

EXERCISE 8:

To each of the following statements, write an "A" for agree or a "D" for disagree in the space to the left of the statement.

___ 1. Children learn through their bodies as well as through their minds.

___ 2. Children need to fail in order to learn.

___ 3. Children make sense of their world by testing limits.

___ 4. School-age children need to be challenged if they are to learn.

___ 5. Children learn best when activities are grounded in reality.

___ 6. Competition is a must for school-age children if they are to learn about the real world.

___ 7. Structured environments are not conducive to learning.

___ 8. School-age children learn much from just watching their peers.

___ 9. A child must have a healthy self-concept before he can fulfill his potential.

___ 10. SACC teachers/leaders help children focus by providing them with structured activities.

___ 11. SACC children learn best when they are free to explore.

___ 12. Like preschool children, school-age children learn through their senses. Their senses of hearing and seeing are the most important.

___ 13. Activities must be meaningful to the child if he is to learn from them.

___ 14. Repetition of activities bores children.

___ 15. Talking about an activity is a must before children attempt doing it.

___ 16. Learning involves the whole child.

___ 17. Children can direct their own learning.

[Adapted from "Check Your Knowledge...," Creating Environments For School-Age Child Care. Military Child Care Project, April 1982, U.S. Government Printing Office, Washington, D.C. and other miscellaneous readings.]

Do any of the ways "children learn" agree with your answers to the "HOW CHILDREN LEARN" exercise?

DISPLAY 5

CHILDREN LEARN

BY taking part in real life experiences

By watching

By talking . . . exchanging ideas, sharing materials

By cooperating, negotiating, expressing themselves

By doing things for themselves

By handling things

By being actively involved / doing

By listening

By making choices

By asking questions and getting answers

By sometimes risking failure

By exploring and discovering things for themselves

By practicing skills

By imitating

By repeating things they enjoy

By playing outdoors

By reading

By pretending / imagining and trying out roles

By experimenting

By testing limits

FACTS ABOUT LEARNING:

- Learning involves integrating new information with previous learning. Children build new knowledge and skills on the foundations of previous knowledge and skills.

- Children learn by acquiring new skills and meanings.

- Children have to be ready to learn:

  they must want something
  they must notice something
  they must do something
  they must get something

- Growth and development is not an intervention process! You can't force children to learn and you can't keep children from learning; children never stop learning.

EXERCISE 9:

What do developmental characteristics tell you about how children learn? In exercise 7 you used one half of three sheets of paper to list the characteristics of children in three age groups. Out to the side of each of the characteristics listed, write down what the characteristic tells you about how this age child learns. Below is an example of how your worksheet should look.

EXAMPLE:

DEVELOPMENTAL CHARACTERISTICS	WAYS CHILDREN LEARN
5-7 year olds "are grounded in reality."	They learn best by handling things and by taking part in real life experiences.
To the 8-10 year old, "the peer group is very important."	They learn by imitating.
11-13 year olds "like physical challenge"	They learn by sometimes risking failure.

If we can look at the children we care for and recognize where they are in their development, if we listen to them not only with our ears but with our eyes and minds and hearts, they will let us know what they need. We, the "educators," have to be willing to learn from the children so that we can help them grow and develop to their full potential.

VII. WORKING WITH CHILDREN IN A GROUP SETTING

The purposes of this section are to:

- identify the essential ingredients of a quality SACC program,
- use quality indicators to evaluate a SACC program's environment,
- identify appropriate equipment for SACC programs,
- identify a number of nutritional snacks that will involve the school-age children in the preparation,
- identify and develop appropriate activities based on what is known about the school-age child,
- evaluate the SACC program's health and safety policies and procedures,
- develop an appropriate schedule for an after-school SACC program,
- develop lesson plans for the SACC program.

RATIONALE:

SACC programs will differ depending on the children they serve, the philosophy of the program, the goals parents and staff have for the children and the location and hours of operation of the program. Regardless of these differences, SACC programs will share some essential ingredients in order to meet the needs of children and those working with children in a group setting.

The first of these ingredients is an appropriate environment, indoors and outdoors. The second ingredient is appropriate equipment in adequate quantities. A quality program made up of appropriate activities, the provision of snacks and meals and health and safety procedures is the third ingredient. The fourth ingredient, implementation of the program, includes planning, scheduling and evaluation. Classroom management is the fifth and final ingredient.

EXERCISE 10:

Remember back when you were a child.

1) Think of a special moment and the place and time it happened. What were you feeling? What were the colors and feel of things around you? What were you seeing? Can you remember any smells or tastes?

2) Did you have a "special place" where you and a friend could go and share thoughts and secrets?

3) Can you remember the smells and tastes of something good cooking?

4) Remember that one-of-a-kind adult who would take the time to really talk with you.

All the wonderful, positive experiences you had in childhood are the things you should want to pass on to the children in your SACC program. Hopefully you can create an environment that will be rich with memory making moments for the children in your care.

PROGRAM INGREDIENTS

ENVIRONMENTAL CONSIDERATIONS

EXERCISE 11:

List the things you feel are necessary in order to have a quality environment for SACC children. Compare your list with the environmental considerations discussed in this section.

The constraints of the physical space and accessibility of other resources will affect the activities and the experiences that will be available to the children in the program. Throughout the readings on SACC programs, quality indicators include:

- Having a space of its own for the SACC program during the time it operates. In school system operated programs, the SACC program should have access to common areas such as the cafeteria, gymnasium, library, art room, multi-purpose room, and other special interest rooms. In a child care center, this may mean combining age groups to free up an area for the SACC program.
- Having a minimum of thirty-five to fifty square feet of useable space per child indoors. Useable space does not include hallways, stairways, closets, bathrooms, kitchens, space under equipment not used by the children, or space under permanent or built-in storage.
- Having a telephone or other communication system in the room used by the children. This is extremely important for the safety of the children. Having a telephone, buzzer or intercom in the room keeps the teacher from having to leave the children in case of an emergency.
- Easy access to bathrooms, drinking water and outdoor play areas.
- Individual space for children's clothing, school books and other belongings. Storage space for children's things helps eliminate problems over personal property and helps to make the children feel more "at home."
- Spaces of adequate size for specific activities such as block construction, dancing, table

games, and art - all of which need space to spread out.

- Spaces to work with messy materials such as paints, clay, and plaster. These activities need to be near a water source.
- Places to hang art work and to keep unfinished projects.
- Wall space for posting notices, photographs, news items and other important information
- Spaces enclosed for privacy.
- Soft spaces for comfort and relaxing.
- Space to do homework uninterrupted.

Shared Indoor Space

School-age children need to feel the SACC program is theirs. In order to accomplish this, the space needs to be designed and decorated to reflect the children's needs, concerns and personalities. This is not always possible if the program has to share space. Some of the ideas in the following TIPS were adapted from School-age Child Care: An Action Manual and School-age NOTES, November/December 1984.

TIPS

Have a distinctive entrance for the school-age children. The school-age entrance should be decorated to reflect the children's interests and/or the program's focus. In center based programs it helps school-age children feel more grown up if they have a separate entrance and do not have to share an entrance with the younger children. The separate entrance also cuts down on the disruption of younger children's activities when the school-age children enter the center. Encourage the children to help design and decorate not only the entrance, but their classroom space as well.

Share space with compatible classrooms. Choose rooms that serve the same age and size children. It's difficult for school-age children to feel at home in rooms set up for younger children. School-age children need to have chairs and tables that are of suitable size for their activities. If materials and equipment are to be shared, sharing space with a compatible program cuts down on set up and take down time, improves the probability that the equipment and materials will be used in an appropriate manner. It also lessens the chances of safety problems occurring due to something being left out by the SACC program staff.

Purchase or build adaptable equipment. PORTABILITY is the key word here--room dividers, locked storage closets, and tables, chairs, cabinets and even sofas on wheels; containers for materials with handles; dividers that roll up (blinds, shades, flags, etc.); double sided bulletin boards, velcro partitions and posters, throw rugs and light weight bean bag pillows/chairs.

Include set up and take down time in the daily routine. This may include scheduling staff before the program begins to hang pictures, banners and dividers, put materials out on

the tables, roll out rugs, rearrange furniture and prepare snack. The schedule should also provide adequate time for returning the room to its original arrangement and putting away the after-school program's materials and equipment.

Develop a schedule for using additional classrooms. If a number of resource rooms are to be used, develop a workable, easily understood schedule showing the days and times different groups of children are to use each of the rooms and which staff are to be in each of the rooms. The schedule should be worked out with the appropriate school/center staff, then posted where children can see it when they enter the facility. A copy of the schedule should also be given to each of the children, the staff and parents. Any changes in the schedule should be posted and notice given the children, staff and parents.

Have an agreed upon designated place to store SACC program equipment and materials. Equipment and materials that are to be used solely for the SACC program should be labeled and stored in a place that is agreeable to both staffs using the designated space. This may be a closet or portion of a storage space in the primary room or a closet or portion of general storage that is near the room. If the SACC program stores its materials/equipment in portable locking shelves, there needs to be a place in the room, hallway or closet to put it. If possible, equipment and materials used specifically in certain resource rooms should be stored in or near the room in which it will be used.

Have an agreement about which equipment and materials can be shared. Respect the other children's and teachers' things. Be diligent in helping the children to respect the agreement. List or color code the equipment and materials that can be used by the SACC program.

Develop "learning centers on wheels." Developing learning centers for the SACC room enables the teacher to offer the children a choice of activities. Boundaries of the learning center/activity areas can be defined with rugs, tables, blackboards, chalk or tape. Equipment/materials for the learning centers should be stored together in portable containers such as crates or boxes with handles and/or wheels.

Make sure there is clear agreement about who will clean the SACC area. Will the custodian do the major cleaning jobs such as mopping, waxing, and disposing of the day's trash before the SACC program begins or will he/she have to perform these jobs after the program dismisses in the evening? Is it the responsibility of the SACC staff to sweep, empty trash, and other minor cleaning duties? If so, program and staff schedules should address this matter. Having children help with clean-up eliminates a major end-of-the-day problem.

Have a process for working out any conflicts that may arise with those sharing the space. Regularly scheduled meetings, perhaps monthly or quarterly, will help to clarify issues before they turn into problems. If a situation arises that can be handled quickly and informally, by all means do so. Keep the communication lines open and cooperate whenever possible.

Outdoor Space

School-age children need outdoor space that is challenging. The outdoor space should allow for creative use of equipment and space. Ideally, the SACC facility should allow the children to move, change and rearrange both the indoor and outdoor environments. An adventure play yard where children have opportunities to build and change things is one alternative. Seventy-five square feet of useable space per child outdoors is the norm requirement suggested by many experts in the SACC and child development fields.

Children will naturally group themselves not by age but by skills or abilities. The environment should allow for and support a wide range of interests, activities and skills of school-age children. This can be accomplished in outdoor play yards by providing:

- large open grassy or soft-surfaced areas for the wide range of sports and activities that interest school-age children. These activities may include football, soccer, kickball, dodgeball, and baseball.

- large play areas with climbers, swings, logs, spools, slides, platforms, and other play units spaced to avoid crowding and potential accidents.

- paved areas for wheeled toys, balls, games and for practicing skills such as jumping rope, dribbling, playing hopscotch and four square;

- small areas, slightly separated from the larger areas, to make activity areas for one to five children. Smaller spaces for just one or two children allow for a moment of privacy or a place to get away from a difficult activity, situation, adults or the group. A tree house, hammock, rocking chair, sand pit, tee-pee or piece of large pipe make wonderful places to be alone, to plan, to think, to get a feeling of closeness, to settle down with a book, homework or sketch pad.

- shelters, windbreaks, porches, low bushes, logs, tires and trees to form barriers between areas. Having areas in a variety of shapes and sizes increases the opportunities for both active and quiet, large and small group activities outdoors.

- special interest areas such as a garden plot, wild flower field, small pond, fenced animal area, dramatic play area, construction area, reading and art area. Development of ponds, garden plots, wild flower fields and fenced animal areas need to planned with and approved by the program director and school administration. Permits may be needed to have a pond or fenced animals.

- protection against the sun, wind and rain. Tents, large yard umbrellas and tarpaulins mounted around large play equipment can provide some protection from the elements. Awnings and covered areas also give some protection.

- convenient storage which will increase the amount of time spent in activities and play. Both children and adults avoid using materials and equipment that are difficult to get and return. Outdoor storage is not always available or feasible. Rolling carts of some sort may be used to transport equipment outdoors.

- easy access to outdoor areas from indoor areas. Ideally, children should be able to go freely between indoor and outdoor activities. This is not always possible; therefore, it becomes necessary to develop a schedule to insure some time each day for the children to have access to the outdoor play areas.

- opportunities for staff and children to change the areas by moving dividers, boards, tires, spools, bales of hay, logs, large building blocks, ladders, platforms, blankets, boxes, crates or movable equipment.

EXERCISE 12:

Use the following "CHECKLIST" to evaluate your SACC environment. The items on this list are NOT musts. Most programs will not have all of the items mentioned. The list is offered as a guide to building a quality program.

DISPLAY 6

ENVIRONMENT CHECKLIST

INDOOR SPACE:

The SACC program:

____ has a space of its own during the time it operates.
____ has a separate entrance.
____ has space that is decorated to reflect the school-age children's needs, interests and personalities.
____ allows children to move, change and rearrange the indoor environment.
____ has a workable, easily understood schedule for using resource rooms.
____ shares space with compatible age groups.
____ has access to common areas:___cafeteria, ___multi-purpose room, ___library, ___gymnasium, ___art room, and other special interest rooms such as:_____.
____ has a minimum of thirty-two to fifty square feet of useable space per child indoors.
____ has a telephone or other communication system in the room used by the children.
____ has easy access to bathrooms, drinking water and outdoor play areas.
____ has individual space for children's clothing, school books and other belongings.
____ has spaces of adequate size for activities which need space to spread out.
____ has spaces near a water source to work with messy materials such as paints, clay, and plaster.
____ has places to hang art work and to keep unfinished projects.
____ has wall space for posting notices, photographs, news items and other important information.
____ has spaces enclosed for privacy.
____ has soft spaces for comfort and relaxing.
____ has space to do homework uninterrupted.
____ has chairs and tables that are of suitable size for SACC children and their activities.
____ has PORTABLE furniture and equipment:
  ____ room dividers,
  ____ locked storage closets,
  ____ tables, chairs, cabinets, sofas on wheels,
  ____ dividers that roll up,
  ____ double sided bulletin boards,
  ____ velcro partitions and posters,
  ____ throw rugs,
  ____ light weight bean bags pillows/chairs,
  ____ containers with handles for materials.

____ has an agreed upon designated place to store SACC program equipment and materials.

____ has equipment and materials that are to be used solely for the SACC program labeled and stored in a place that is agreeable to both staffs using the designated space.
____ has a place in the room, hallway or closet to put portable locking shelves.
____ has equipment and materials used specifically in certain resource rooms, stored in or near the room in which it will be used.
____ has an agreement about which equipment and materials can be shared.
____ has the equipment and materials that can be used by the SACC listed and/or color coded.
____ has "learning centers on wheels": materials and equipment needed for different learning centers stored together in portable containers.
____ has learning centers/activity areas clearly defined with rugs, tables, blackboards, chalk or tape.
____ has a clear agreement about who will clean the SACC area. Who will do the major cleaning jobs such as mopping and waxing? Who will dispose of the day's trash before the SACC program begins? Who will be responsible for sweeping, emptying trash, and other minor cleaning duties?

Outdoor Space:

The SACC program:

____ has sixty to seventy-five square feet of useable space per child.
____ has outdoor space that is challenging.
____ has outdoor space that allows for creative use of equipment and space.
____ provides opportunities for staff and children to change the areas by moving dividers, boards, tires, spools, bales of hay, logs, large building blocks, ladders, platforms, blankets, boxes, crates or movable equipment.
____ has separate outdoor space for older and younger school-agers that are within view of each other and allows for some crossover by children and staff.
____ allows the children to go freely between indoor and outdoor activities.
____ has a schedule to insure that the children have access to the outdoor play areas some time each day.

The Outdoor Areas:

____ allow for and support a wide range of interests, activities and skills of school-age children.
____ are easily accessed from indoor areas.
____ have open grassy or soft-surfaced areas.
____ have large play areas with climbers, swings, logs, spools, slides, platforms, and other play units spaced to avoid crowding and potential accidents.
____ have paved areas for wheeled toys, balls, and games.
____ have small areas, slightly separated from the larger areas, to make activity areas for three to five children.

____ have smaller spaces for just one or two children.
____ have shelters, windbreaks, porches, low bushes, logs, tires and trees to form barriers between areas.
____ have areas in a variety of shapes and sizes that provide opportunities for a variety of both active and quiet, large and small group activities.
____ have special interest areas: ____garden plot, ____wild flower field, ____small pond, ____fenced animal area, ____dramatic play area, ____construction area, ____reading and ____art area.
____ have shade and sun areas.
____ have protection against the sun, wind and rain.
____ have convenient storage.

APPROPRIATE EQUIPMENT

The most important consideration when choosing equipment/ materials for the SACC program is that it should be age appropriate. There should be enough furniture for all children, sufficient variety and quantity of equipment and materials, and storage space accessible to the children. There should be safe play equipment, both indoors and outdoors, to meet the physical and other developmental needs of the children. The following "Checklist" is not offered as a complete list of equipment needed for SACC programs. It provides general guidelines to follow when choosing equipment for SACC programs.

DISPLAY 7

EQUIPMENT CHECKLIST

GENERAL GUIDELINES:

_____ 1. Furniture is appropriate for sizes of children.
_____ 2. Equipment and furniture are free of sharp, loose, or rusty parts.
_____ 3. Equipment is easy to clean and keep clean.
_____ 4. Indoor equipment is arranged in an orderly manner, in designated interest areas.
_____ 5. There is adequate storage for equipment/materials.
_____ 6. The equipment is accessible to the children.
_____ 7. There is a variety of single use and multiple use equipment and materials.

SUGGESTED INDOOR EQUIPMENT:

_____ 8. Tables/working space for each child who is to sit at the table
_____ 9. Chairs of the appropriate size for each child to sit in
_____10. Jig-saw puzzles
_____11. Table games suitable to the ages of the children

_____12. Books suitable to the ages of the children
_____13. Assortment of balls
_____14. Record player and/or tape player
_____15. Age-appropriate records and tapes
_____16. Paint easels
_____17. A variety of sizes of paint brushes
_____18. Child and adult size scissors
_____19. Water play equipment
_____20. A variety of puppets/marionettes
_____21. More than adequate quantities of construction equipment such as: Legos, Unit Blocks, Constructos, Marble Works, Lincoln Logs
_____22. Equipment that encourages experimentation and problem solving, e.g., science sets, engineering sets
_____23. Reference books
_____24. Appropriate dramatic play props
_____25. Bean bag pillows/chairs
_____26. Area rugs
_____27. Cubbies/Plastic storage crates
_____28. Writing and drawing aids, e.g., stencil, rulers, templates

SUGGESTED OUTDOOR EQUIPMENT:

_____29. Digging equipment
_____30. Boxes, crates, tires, hollow blocks, planks and other pieces of equipment the children can use in construction and in changing the play area
_____31. Equipment on which children can practice walking and balancing such as walking boards and balancing beams
_____32. A variety of things on which to climb: cargo nets, climbing poles, knotted ropes
_____33. A variety of things from which to hang and swing: horizontal ladder, horizontal and parallel bars, low bars for turning
_____34. Wheeled vehicles appropriate for the ages of the children
_____35. A variety of balls or other things that can be thrown and/or kicked (basketball, football, kickball, softball, nerf balls, beach balls, bean bags, frisbees)
_____36. Games of skill and endurance (tetherball, badminton, croquet, basketball, jump ropes)
_____37. Bats
_____38. Stilts
_____39. Stop Watch
_____40 Cones/sand bags for hurdles, bases or goals
_____41. Nets
_____42. Parachute
_____43. Props for dramatic play

EXERCISE 13:

Use the "EQUIPMENT CHECKLIST" to evaluate your SACC equipment.

EXERCISE 14:

If you had an unlimited budget for equipment and materials, what would you purchase for the SACC program? List the items you would purchase on one side of a piece of notebook paper.

Next, ask your school-age children the same question. Record their responses on the other side of the paper. Compare the children's list with your list. Are there any similarities?

Often what adults would like for the children is not what the children want or need. The children's list usually includes more down-to-earth, creative, multi-use items. Their list may also include many of the things they already have access to. They just want more of the same things.

Another question you may want to ask the children is "What things do you like to play with at home or when you visit friends?"

CHOOSING APPROPRIATE ACTIVITIES

The goal of all quality SACC programs is not only to provide a safe, secure place for children to spend their after school hours but to provide a program that enhances and enriches the lives of those children.

EXERCISE 15:

Write down the children's responses to the following questions: "If you were at home, what would you be doing?" and "When you get out of school in the afternoon, what do you want to do; what do you like to do?" This is an excellent way to find out what opportunities and activities you should be providing.

Did you get some of these responses?

ride my bike	do chores
play with my friends	swim
play games on my computer	skate
go to dancing lessons	do nothing
make something to eat	build things
go to a movie	do my homework
play with my dog/cat	run and play
listen to records	draw pictures
play ball	practice piano
visit a friend	go fishing

Of course some of the activities the children suggest are not going to be possible or practical for a SACC program to offer. However, many of their suggestions are possible in some fashion.

School-age children enrolled in SACC programs would not be able to participate in many of the special activities often available to children after school if the SACC program did not make an exerted effort to enrich their programs by 1) including these activities in their daily plans, 2) scheduling time and providing space for these activities to be provided at the SACC facility by outside resources, or 3) providing transportation to and from these activities.

Some SACC programs make use of volunteers and staff expertise in particular subject areas and offer such activities as art, crafts, music, woodworking, chess, cooking, science and card games on a regular basis. Depending on the interests of their children, the program may also make arrangements for dancing, gymnastics, dramatics, computers, piano, band, foreign languages, film making, photography, astrology, creative writing, martial arts, basketball, football, soccer, tennis, and track to be taught. Organizations such as the Scouts, Camp Fire and Boys' and Girls' Clubs are often encouraged to hold meetings at the SACC facility. These activities may be provided at no additional cost, at a small additional cost, or supplemented by other funding such as grants and contributions by industry, organizations and parents.

Although every SACC program should enrich the lives of children, enrichment programs in the truest sense are programs that emphasize developing the children's interest and expertise in particular areas. In these programs, children concentrate on developing one or two main interests instead of sampling a number of alternative activities.

A list of resource books containing activities appropriate for school-age children can be found in Appendix E.

[Portions adapted from "Keys to Successful Programs," Kentucky School-age Child Care Project, Technical Assistance Paper, Number 2]

When planning interest areas and activities, take advantage of children's natural interests. Children respond best to activities that are of interest to them and are developmentally appropriate. In a previous exercise, you looked at children's developmental characteristics in relation to how they learn. Now, let's look at developmental characteristics in relation to planning activities.

EXERCISE 16:

Based on the following characteristics of school-age children and the activities and interests children expressed in EXERCISE 14 , what activities could you plan that would reinforce or expand on the child's development?

DISPLAY 8

DEVELOPMENTAL CHARACTERISTICS	APPROPRIATE ACTIVITIES
They have a desire to do real jobs.	
They are striving to be competent at particular skills.	
They are able to participate in activities that require large muscle and refined coordination.	
They are very expressive emotionally.	
They are creative and inventive.	
They are striving for peer acceptance.	
They are adventurous.	
They are able to think things through and plan strategy.	
They like to group and categorize things.	
They like to be a part of group/club with rules, codes, flags, etc.	
They often like to turn formal drill in subject areas to games.	

PROVIDING SNACKS AND/OR MEALS

Children need a snack after school to tide them over until dinner. The quality and quantity of snacks needs to be adequate to "feed" the children, physically as well as nutritionally. Nutritional snacks should consist of milk or juice and fruit, vegetables, enriched grain products and/or protein-rich foods such as peanut butter, cheese and dairy foods.

Appropriate meals may need to be offered to those children who begin the day at a SACC facility. The school's lunch room supervisor or a dietitian with the County Health Department can offer suggestions and assistance in planning and preparing snacks and meals.

Children can help with morning and afternoon snacks. As they help with the food preparation and develop food preparation skills, information about nutrition is reinforced. Experts believe that food also carries emotional significance. The giving and receiving of food are expressions of caring. Snack needs to be set up in such a way as to encourage relaxation and social interaction, not a "hurry up and finish" atmosphere. Eating together enhances children's sense of family and of being part of a group.

EXERCISE 17:

Make a list of typical snacks provided in your SACC program. How many of the snacks can be prepared by the children? Can those snacks that can't be prepared by the children be changed in some way so the children could prepare them?

Ask the children what they would like to fix for snack, what their favorite home snacks are, what snacks they would like to learn how to prepare. These lists should help you expand your snack menus. They also should give you ideas regarding cooking activities in the classroom. Let the children do as much of the preparation as possible.

Cooking activities could include having resource people such as cooks from ethnic restaurants come in and teach the interested children how to prepare special foods. In Appendix E, there is a list of resource books that focus on cooking activities for school-age children.

Setting Up a Cooking Area in the Classroom

Cooking with children can be fun but requires careful planning. When setting up a cooking area in the classroom, consider the following recommendations:

- Pick an area out of the line of traffic.
- Pick an area that has a cleanable work and floor surface and has easy access to water.

- Set up separate areas for preparation, cooking and eating that are in close proximity to each other.
- Use appropriate equipment and utensils for cooking. See-through pots and pans allow the children to see what's going on inside the pot without lifting the lid and risking getting burned. Provide cutting boards to define the cutting areas.
- Make sure utensils are in good working condition.
- Limit the number of children involved in the activity at one time.
- Supervise at all times.

Appropriate equipment to use for snack preparation and cooking activities:

- Single or double unit hot plate
- Electric skillets - buffet cookers are deeper and are not as easily turned over.
- Toaster oven or microwave oven
- Electric and rotary egg beaters
- Popcorn poppers
- Crock Pots
- Blenders and food processors

Tips for successful cooking activities:

- Teach and expect good health procedures such as washing hands before and after preparing the food and using only designated utensils for tasting.
- Let the children do as much as they can by themselves.
- Transfer recipes to pictorial recipes so even the youngest children can succeed with little assistance from the teacher.
- Provide the appropriate equipment, utensils and ingredients.
- Allow plenty of time for the activity, tasting and clean-up.
- Make sure every child who wants to participate has a turn; if not on that day, then extend the activity to the next day.
- Plan activities to extend and/or enhance the cooking experience.

HEALTH AND SAFETY

All possible precautions should be taken to ensure the children's well-being. However, accidents can and do happen and children can and do become ill. Therefore, every SACC program needs to maintain certain information on all children enrolled. The program also needs to have in place policies and procedures that impact the health and safety of the children. Likewise, classroom staff need to be aware of the program's policies as well as maintain sound health and safety practices in their classroom.

EXERCISE 18:

Use the following checklist to evaluate your program's and your classroom's health and safety policies and practices. Add to the list additional health and safety practices you believe to be important.

DISPLAY 9

HEALTH AND SAFETY CHECKLIST

GENERAL PROGRAM:

___ There is a record of each child's medical history including:
- ___ an immunization record,
- ___ the name of the child's pediatrician or family doctor,
- ___ an emergency medical care authorization,
- ___ the name, address and telephone number of a relative or friend who lives nearby and can be contacted if parents cannot be reached,
- ___ both parents' business and home addresses and phone numbers,
- ___ name of insurance company and policy number.

___ There is at least one staff member trained in pediatric first aid and CPR.

___ Staff files include a current health examination report showing that they are in good health, including a TB test report showing a negative reaction.

___ There are guidelines for administering medication.

___ There is a policy regarding sick children, both those who come to the program sick and those who become sick during the day at the school.

___ There is an accident policy.

___ Safety plans and disaster plans are developed and explained to parents, staff and children.

___ Plans cover rules and procedures children are expected to observe in case of an emergency.

___ Emergency Procedures are posted in a prominent place.

___ Periodic practices/drills are scheduled and conducted to fully acquaint the staff and children to the emergency procedures to be followed.

CLASSROOM:

___ Staff model good health and safety practices:
- ___ Handwashing,
- ___ Clean-up, and
- ___ Are knowledgeable of and practice emergency drill procedures with the children.

___ Children are given opportunities and encouraged to practice good health habits such as washing hands before and after toileting and before eating.

___ Equipment (indoor and outdoor) is checked regularly for sharp edges, broken pieces, or other hazardous conditions.

___ Indoor traffic patterns are kept free from obstacles.

___ Outdoor areas are checked for safety.

___ Staff follow procedures for handling accidents and sick children.

___ Staff are observant and call to the attention of the appropriate adult any unusual physical or emotional conditions noticed in children.

___ Children are released only to authorized individuals.

___ Children are never left unsupervised.

PLANNING, SCHEDULING AND EVALUATING

EXERCISE 19:

How do you presently plan? On a sheet of paper, describe the format and method of planning that you use. List the resources you use.

Planning Is Crucial

Even before a SACC program opens its doors to the children, many decisions affecting the daily planning by classroom staff will have been made. The decisions will include the goals and objectives of the SACC program; the space available to the program; the staffing schedule; the weekly schedule specifying the times the playground may be used, when tutorial help will be available, when the library, gym and other resource rooms may be used, etc. Once these decisions are made it is time for the classroom staff to meet together to make short and long range plans. Such planning is necessary in order to have a successful program. When planning, classroom staff should consider what is and will be happening in the lives of the SACC children, the school, the community, the state, and the world at large. Monthly and yearly calendars of events should be developed. Calendars such as these help SACC classroom staff focus and plan on a weekly basis. A copy of the calendar of events showing the holidays, field trips (mainly in the summer), community projects, club meeting dates, drama rehearsals, etc., can be posted and given to the parents and children.

All planning should have as much input from the children and parents as possible. This will help contribute to the children's and parents' sense of participation in the program. Have a time when adults and children share ideas, "brainstorm" and/or make lists of ideas on specific topics. Such meetings could generate ideas on foods to prepare, places to visit, games to play, parties, ways to raise money and ideas for changing the indoor/outdoor areas. Ideas from these lists can be incorporated into the daily activities.

It's important to set aside a specific time for daily or weekly classroom planning meetings that all staff are encouraged to attend. At the beginning of each meeting, make an agenda together so the focus of the meeting won't be overlooked. Planning will include planning daily activities, transitions, the availability of materials and planning for routine tasks.

The main purpose of planning is to meet the objectives of the program. Planning:

- provides continuity in learning;
- enables teachers to help children overcome learning deficits;
- helps teachers meet children's special needs;

- ensures that the day's activities are balanced, with:
  time for skill and concept areas,
  time for strenuous activities and relaxation,
  time for self expression,
  time for group activities and individual time;
- improves coordination of staff efforts;
- ensures proper/prudent use of materials and equipment: without careful planning and scheduling, some materials may not get used while others get over used; too many choices of materials may be put out one day and too few on another day;
- ensures that appropriate activities, adequate staff, materials and equipment are made available.

Planning and scheduling should be based on answers to three questions:

1) What do you want the children to learn/experience?
2) How do you want the children to learn the skills, information, values, and attitudes?
3) How will staff evaluate the activities and the children's efforts?

[Planning and Administering Early Childhood Programs, Celia A. Decker and John R. Decker, page 87.]

Classroom Scheduling

A daily classroom schedule makes the children's world more predictable and therefore helps them feel more secure. Children need a relaxed pacing of activities to counter the rigid schedule of their school day. A schedule that is divided into blocks of time allows for flexibility so children can experience a balance of active and quiet, staff-facilitated and child-initiated/directed, group and individual activities. Examples of typical SACC schedules follow.

DISPLAY 10

SAMPLE DAILY SACC SCHEDULE #1

2:45-3:15	Snack / Choose activity area
3:15-4:00	Outdoor activities
4:00- 5:40	Activity areas/Resource rooms/Homework/Tutorial help/Clubs
5:40-6:15	Clean-up/Quiet activities (Table games, Read-aloud stories, Visit with friends)
	DEPARTURE

DISPLAY 11

EXAMPLE OF DAILY SACC SCHEDULE #2

2:00 - 2:30 Staff set up the area for the SACC program. If children do not arrive until 3 P.M. or later, set up time can be scheduled thirty minutes before they arrive.

2:30 - 3:00 Arrival of children, attendance check, time to talk to teachers one-on-one or in small groups about the school day. Free choice of activities set out, which are varied daily, and access to the activity areas such as art, creative dramatics, and table games. Outdoor free play.

3:00 - 3:15 Group meeting, time to make activity choices for the afternoon, share ideas and experiences.

3:15 - 3:45 Snack. Depending on the philosophy of the teacher (and maybe the space arrangements as well) this can be a family style, sit-down affair at small tables or a more informal arrangement where children simply move to a central area to pick up some juice and crackers as they finish with other activities. Restroom visits.

3:45 - 5:15 Group activities. In accordance with the schedule, the activities will vary each day. Children will be given the opportunity to make choices about what they want to do with their afternoon time. Activities which are appropriate to the children's ages and abilities, build on their interests and encourage exploration of new materials and topics will be offered. Both long and short term projects will be included; participating in a theatre production will require a bigger commitment than, say, making pancakes, which will be completed and consumed by the end of the day. Outdoor activities, use of the computer room, library, gym, and tutorial help, etc., could also be scheduled at this time.

5:15- 6:00 Clean-up. Quiet activities such as playing table games, working puzzles, reading books, listening to records, and completing homework.

6:00 - 6:15 Staff return the shared SACC areas to their original arrangement.

[Adapted from "A Typical Schedule," page 5, Kentucky School-Age Child Care Project Technical Assistance Paper, Number 2.]

In some large programs, the children go directly to pre-assigned rooms. The rooms may be resource rooms where the children spend the majority of the afternoon working in one area such as art, woodworking, computers, languages, science, etc., or the rooms may serve as "home bases" from which the children branch out into other areas/rooms of the school/center. In many larger programs, the children are grouped according to age. Other programs group children according to their interests and/or developmental stages and abilities.

Although plans and schedules are the framework of a quality program, staff need to be ready to change at a moment's notice in order to take advantage of life's unexpected events such as a sudden snow flurry, or finding an unusual bug, or having an unexpected visitor.

Daily Routines

EXERCISE 20:

List the activities you consider to be routines. Save your list. You will use it for another exercise.

Daily routines make up the basic framework of the SACC program in any facility. These activities (eating, washing, toileting, testing, coming and going and cleaning up) are often dull and tedious, but they don't have to be. By changing the pace, the sequence and the organization of the routines, staff can make routines interesting and fun.

Arrivals/Departures - Greetings and salutations are very important. Children can tell from a staff person's expressions and/or tone of voice whether they are really welcome.

Arrival and departure can be times when children share confidences, dreams, jokes, TV shows synopsis, plans for the day. These times also provide time to calm down before going off to school and to wind down after a busy school day.

Rest - The amount of rest a school-age child needs is going to vary according to age, temperament, energy level, types of activities previously involved in, and weather. Rest periods should be pleasurable times when children can sit and read a book, play quiet games, "cozy-up" with a pillow and be still or listen to music.

Younger children may need to have a place away from the older children to rest. Background music may help children to relax. Resting to some children may take the form of watching what other children are doing.

Cleanup - Children should help clean up after they have finished their activities. Sharing clean-up responsibilities helps children develop a sense of partnership with other children, develop a sense of pride in their part in making the school look attractive and neat, and learn to respect and take care of property.

During clean-up emphasize cooperation rather than competition. Praise and encourage children's own attempts to do better.

Meals/Snack times - Some SACC programs offer breakfast to children before school. Although time is usually limited, mealtime should be as relaxed as possible. This should be a time when staff and children can enjoy casual conversation. Having breakfast together is the beginning of many children's day and should be a pleasant experience. When feasible, children should be encouraged to help with the preparation, service and clean-up of meals. These tasks help children gain confidence as they contribute to the group.

Where snacks are concerned, consideration should be given to the quantity as well as quality of the snacks. School-age children are usually hungry after school. Their growing bodies require fuel. Snacks can be planned with the children. When possible, involve the children in the preparation and serving of snack. School-age children like to cook. This is just one more way they can be independent.

Snacks do not always have to be served and eaten at the table. Sometimes children will enjoy sitting down together to eat. Other times it may be more appropriate to put the snack out on a table for the children to enjoy as they find time from their projects/activities. Picnics are always fun. Setting up a "snack stand" outside will also serve the purpose.

Transitions - Moving from one activity/setting to another can be difficult for any age child. Learning to be with others takes time. There are going to be problems. However, a knowledgeable, understanding adult can encourage cooperation and empathy for others. Transition activities can help children move from one area or activity to another more easily.

Some transitions become routines. For example: A certain type of music is played routinely every day to let the children know it's fifteen minutes before time to go home. A verbal reminder that it is time to clean up can be given at five minute intervals. This helps ease the children into bringing their activities to a finish.

TIPS FOR HANDLING ROUTINES:

- Don't rush children.
- Give children time to complete tasks.
- Plan routines so they are not boring.
- Vary routines as you would any other activity.
- Let children do for themselves; routines help children grow in self reliance, responsibility and cooperation.
- Involve children in planning the routines.
- Remember that children are constantly learning and routine times are also learning times.
- Plan transitions to move children from one activity or routine to another.

[Activities for School-Age Children, by Rosalie Blau, E.H. Brady, Ida Bucher, Betsy Hiteshew, Ann Zavitkovsky, Docia Zavitkovsky]

EXERCISE 21:

Using the list of routines you made in EXERCISE 20, write down two ways you can add variety and a little fun to each of the routines you listed.

Lesson Planning

A lesson plan should be prepared, detailing developmentally appropriate activities geared to the individual needs and developmental levels of the children served. This plan should be posted so children and adults will know what is planned. This is just another way of making the school-age children's environment more predictable and secure.

Considerations when planning:

- program philosophy
- needs of children as individuals and as part of a group
- ages of children
- skills, abilities and attitudes of children
- attention spans
- special needs/problems
- staff's abilities and interests
- staff available
- physical layout of facility and grounds
- amount and arrangement of indoor and outdoor space
- availability of adequate amounts of materials and equipment
- time involved in setting up and putting away; time for completing activities and other duties
- availability of community resources
- backup/alternative activities - forestall problems caused from unforeseen changes in schedule, weather, children's interests, staffing ratio, or equipment failure

Once the activities have been chosen, they are organized into a plan of action or lesson plan that includes daily routines and corresponds to the program's schedule. The lesson plan can be prepared for a day or a week at a time. There are many different formats that can be used to organize the program's daily activities. Following are examples of two different formats.

DISPLAY 12

SAMPLE SACC LESSON PLAN #1

SCHEDULED ACTIVITY	INTEREST AREA/ ACTIVITY	CHILD(REN) INVOLVED	PERSON RESPONSIBLE
2:30 - 3:00 Free choice Outdoor Play	Table Games (Trivia, Strategy, Cards, Pictionary, Chess)	Jake	Ms. Day Blake
3:00 - 3:15 Group Mtng.	Present "Fabric Collage"/Art Rm. New computer game/Business Rm./Resource Person/Library/Make Activity Choices	Jessie Sam Hank, Sally Jenny, Jim 1st	Dawn Biff Ms. Day Ms. Day
3:15 - 3:45 Snack	Fruit Juice, Cheese & Crackers Buffet style	Hanna, Bo/set-up	
3:45 - 5:15 Group/ Individual Activities/ Projects	Computer Game/Bus. Rm. Basketball/Gym Play Practice/Auditorium Fabric Collage/Art Rm. Collector's Club/Library Ball Cards Regular Classroom areas open HOMEWORK / HELP	Sam Cary, Hal, Jesse Hank, Sally Pat, Jon, Frank	Biff Blake Mr. Luke Dawn Ms. Day Jim Lewis "Mrs. A" & Mr. Smart
5:15 - 6:00	"Listen to a Tale" Time Chapter 8, _____		Ms. Day
6:00 - 6:15	Clean-up/Check areas		Ms. Day & Biff

DISPLAY 13

SAMPLE LESSON PLAN #2

DAY	ART/ CRAFTS	RESOURCE ROOM	GYM	TABLE GAMES	SNACK
MONDAY	Weaving w/ natural fibers	Computer Library	Basketball	Chess, Strategy	Peanut butter/jelly
TUESDAY	Weaving continued	Ceramics Library	Volleyball	Monopoly Trivia	Cheese/ Crackers
WEDNESDAY	Weaving continued	Art/Sculpting Library	Ping Pong	Cards Backgammon	Veggies/Dip
THURSDAY	Printing	Art/Sculpting Ceramics	Trampoline	Pictionary Chess Cards	Watermelon
FRIDAY	Printing	Computer Audio/Visual	Basketball	Cards Your choice	Popcorn

A quality program should provide children, on a daily basis, with the opportunity to:

- Make choices
- participate in small and large group and individual activities,
- use a wide variety of materials,
- have privacy, alone or with a group of friends,
- do things that are quiet and other things that are active,
- explore materials and equipment on their own,
- participate in adult-directed, structured activities,
- pursue their own interests,
- take responsibility for cleaning up.

Children should also regularly have the opportunity to:

- participate in both long term and short term projects,
- go on field trips (mainly in the summer months),
- plan upcoming activities,
- take responsibility for preparing a serving snack.

Planning around a unit or theme helps staff provide a focus to the daily activities. Seasonal/theme ideas can be planned for a two to four week period. Consideration may also be given to special calendar events, community happenings, interests and needs of the children.

EXERCISE 22:

Use one of the following lesson plan formats to plan a day's activities. Put the headings of the format you choose to use at the top of a piece of notebook paper. Next, complete the plan.

SAMPLE SACC LESSON PLAN #1

SCHEDULE/ ACTIVITY	INTEREST AREA/ ACTIVITY	CHILD(REN) INVOLVED	PERSON RESPONSIBLE

OR

SAMPLE LESSON PLAN #2

DAY	ARTS/ CRAFTS	RESOURCE ROOM	GYM	TABLE GAMES	SNACK

ACTIVITY PLANS

The activity plan details the activities listed on the lesson plan. Activity plans not only make it easy for staff to carry out the activities, but also provide documentation that planning is occurring for individual children based on their assessed needs and stated interests. By developing activities in this way over a period of time, a teacher can put together the core of a "curriculum" that can be used and added to year after year.

An activity planning sheet can include all or some of the following information areas:

UNIT/THEME TITLE: This is a general name around which the activities are planned.

AGE OF CHILDREN: This is the age range of the children who will be doing the activity.

NAME OF ACTIVITY: The activity should be named for future reference. It should tell what the activity is about.

OBJECTIVES:	An objective represents what you want to accomplish. An activity should have at least one observable objective. Many activities will have more than one objective. The selection of an objective should be based on the characteristics and interests of the children.
SKILLS TO BE TAUGHT:	These are the specifics of the objectives.
INTEREST AREA:	This is the area of the classroom or the resource room where the activity will be presented.
MATERIALS NEEDED:	These are the resources needed to implement the activity.
PROCEDURE:	This is the "HOW" of what is going to happen, the action steps the staff will take to 1) set up the area/activity, 2) present the activity, which may include demonstrating techniques, showing examples, etc., 3) deal with the completed project.
QUESTIONS TO ASK/ FOCUS	Questions staff may ask or ideas they may introduce to help the children focus, probe, experiment and extend the activity.
EVALUATION/	Here staff can write things to help them the next COMMENTS: time the activity is presented: how the children reacted, if the activity should be used again or changed, etc.
WAYS TO EXTEND THE ACTIVITY:	Ways to change the activity to take it to a higher level of difficulty and continue to build on the basic subject matter. Each of these extensions can be developed into a new activity.
WRITER OF ACTIVITY/DATE:	Who developed the activity. Date the activity was developed.

EXERCISE 23:

Using one of the following formats, complete an ACTIVITY SHEET for one of the activities you included on the lesson plan you developed in the EXERCISE 22.

DISPLAY 14

SAMPLE ACTIVITY PLANNING SHEET #1

UNIT/THEME_____ ACTIVITY_____

LOCATION/LEARNING CENTER_____ AGE OF CHILDREN_____

MATERIALS_____

PROCEDURE_____

QUESTIONS TO ASK_____

EVALUATION_____

DISPLAY 15

SAMPLE SACC ACTIVITY SHEET #2

UNIT/THEME _____ ACTIVITY _____

INTEREST AREA _____ AGE OF CHILDREN _____

OBJECTIVES _____

SKILLS TO BE TAUGHT _____

MATERIALS NEEDED _____

PROCEDURE _____

QUESTIONS TO ASK/FOCUS _____

EVALUATION/COMMENTS

WAYS TO EXTEND THE ACTIVITY

WRITER OF ACTIVITY: _____ DATE: _____

Evaluation

Regular evaluation of lesson plans and schedules is essential to a successful SACC program. Evaluation will help staff understand why an activity didn't go well or why there is chaos during snack time, etc. Watching the children in action is probably the best way to evaluate the program. Children will let you know in physical ways when the schedule and activities are not appropriate. They will not participate or remain in activities that do not interest them. This doesn't necessarily mean that they don't like the activity. The children's responses and reactions to the activity should be written on the activity sheet. Possible reasons for any unfavorable reactions/responses should be included. Before presenting the activity at another time, the evaluation of the activity should be reviewed and appropriate adjustments made.

CLASSROOM MANAGEMENT

Managing a classroom of school-age children is definitely a challenge! Each child comes to the classroom with his own feelings, perceptions, prejudices, problems, abilities and special needs. The trick is to make this group of individuals a community of responsive, caring, supportive, cooperative, creative children. It can be done. Some strategies for accomplishing this task are to:

- Model the behavior you expect from the children.
- Anticipate potential problems and prevent them from happening by planning alternative strategies ahead of time just in case.
- Prepare an environment that encourages cooperation and creativity.
- Teach the children problem solving/conflict resolution skills.
- Plan and implement a program that meets the children's needs, and is interesting, challenging and fun.

Positive Discipline

A quality SACC program should have a written disciplinary policy which emphasizes positive disciplinary techniques. This policy should be understood and adhered to by staff and children and supported by parents. The policy should address general behavior guidelines, rules for indoor and outdoor areas and should include specific rules for special areas/activities. It should include the consequences for misbehaving and/or not adhering to the rules, and procedures for dealing with continual misbehavior. Before you can discipline effectively, you have to understand exactly what discipline is.

EXERCISE 24:

Write your definition of discipline. Next, write your definition of punishment. How do your definitions compare to Webster's?

Webster's Dictionary defines discipline as "training that corrects, molds, or perfects the mental faculties or moral character; to train or develop by instruction and exercise... as in self-discipline/control."

Discipline is teaching children how to monitor and control their own behavior.

Punishment, on the other hand, is defined by Webster's as "subjection to rough, severe penalty for wrongdoing; to inflict severe or rough penalty for a crime/wrongdoing."

Punishment will stop the undesirable behavior, but it does not necessarily teach the child what is expected. The child stops the undesirable behavior out of fear of being punished. Sometimes punishment is necessary for the safety and well-being of the individual and the group. It should, however, be used ONLY after all other alternatives have been tried. Punishment should NEVER be corporal!

How individuals discipline will depend on their:

- philosophy of child development,
- style of teaching,
- skills, personality, and values,
- relationship with the children.

On the following pages are lists of techniques which help and hinder staff's ability to discipline in a positive manner.

DISPLAY 16

TECHNIQUES THAT HELP

Be positive. Stress "DOs" rather than "DON'Ts." Tell children what to do rather than what they should not do.

Praise children for what they do right rather than focusing on what they do wrong.

Be fair and reasonable in your expectations of children.

Be consistent.

Be firm but kind.

Communicate in an open, direct manner.

Let the child know it is his behavior you disapprove of and not him.

Allow children to help set classroom rules and limits and decide appropriate consequences for undesirable behavior.

Set a minimum number of rules that are simple, clearly defined and relevant.

Be sure rules and routines are understood by children, staff and parents.

Use routines to help with transitions.

Plan and provide appropriate activities that suit children's interests and abilities-- a busy child doesn't have time to get into mischief.

Offer choices only when there are choices.

Be flexible.

Evaluate and eliminate conflict areas in the environment. Plan the environment to alleviate congestion and allow for smooth transitions.

Develop a sense of humor

DISPLAY 17

TECHNIQUES THAT HINDER

Nagging

Comparing

Yelling

Teasing

Forcing Confessions

Forcing Apologies

Using Don't and No

Ridiculing / Belittling

Encouraging Competition

Bribing or Offering Material Rewards

Manipulating By Excessive Praise or Response

Demanding Instant Obedience or Response

Putting a Child in a Position of Having to "Tell on Himself"

Arguing With a Child

Physical Attack

Threatening / Frightening

Punishing Out of Anger

EXERCISE 25:

What works for you? It helps to clarify your beliefs and practices if you put in writing how you handle misbehavior in general and then focus in on specific situations that tend to reoccur. Divide a piece of paper into three columns. Label the columns like the following example:

DISPLAY 18

WAYS TO HANDLE MISBEHAVIOR

CHILD'S MISBEHAVIOR	HOW IT WAS HANDLED	ALTERNATIVE WAY OF HANDLING THE SITUATION

Write down three or four behaviors that have required your attention recently. In the next column, briefly describe how you dealt with the misbehavior. In the last column, write down another way you could have handled the situation/misbehavior.

Conflict Resolution

Before we can understand conflict and how to deal with it, we need to examine our own experiences, beliefs, attitudes, fears and practices.

EXERCISE 26:

List some of the most common conflicts in your classroom. Include on this list the most terrible conflict you experienced in your classroom. What kind of reactions did you have to these classroom conflicts? Are all your recollections of conflict negative?

Conflict can be positive. Without conflict there would be stagnation, no growth, no learning and no change. We would be caught in a black hole. Someone once said, "Not all things faced can be changed, but nothing can be changed until it is faced." Conflict resolution in the classroom refers to the skills of responding creatively to conflict in the context of a supportive, caring classroom community where the groundwork for cooperation, open communication, tolerance, respect and positive emotional expression has been laid.

Total elimination of classroom conflict is neither possible nor is it desirable. Staff and students need to learn to deal more effectively with conflicts in ways that enhance children's learning and interpersonal relationships.

Conflicts are usually symptoms of deeper problems and these problems are the real causes of classroom conflict. These causes can be grouped into six categories:

- a competitive atmosphere - children learn to work against one another instead of with each other;

- an intolerant atmosphere - children don't respect and appreciate individual differences; they are distrusting, unsupportive and intolerant;

- poor communication - children are not able to express their intentions, needs, and feelings effectively and likewise do not understand the intentions, actions and expressed feelings of others;

- inappropriate expression of emotions - children are not able to get in touch with their emotions, they don't know appropriate ways of expressing their emotions, and they lack self-control;

- lack of conflict resolution skills - children and staff do not know how to respond to conflicts;

- misuse of power by the teacher - teachers use authoritarian power, unreasonable and inflexible rules, and inconsistent use of punishment which creates an atmosphere of fear and mistrust.

Conflicts may arise over resources, needs and values. Conflicts over resources occur when two or more individuals want the same thing. This type of conflict would be relatively easy to solve. Conflicts that are somewhat trickier to resolve are those resulting from conflicting needs. Everyone has needs that can, at any time, come in conflict with another person's needs. Conflicts over values often threaten our sense of self. We become defensive and unmovable. When both parties involved feel strongly about the values causing conflict, resolution is very difficult.

There are a number of approaches that can be taken to resolve conflicts in the classroom. Each one can be appropriate depending on the type of conflict, the children involved, and the existing circumstances.

1. There are times when a firm, straightforward approach is necessary to resolve a conflict. If a child's safety is at stake or if problem solving just isn't working, the teacher may need to be somewhat authoritarian, at least for the moment, until the situation calms down.

2. Setting up a situation where the children involved can solve the problem that is causing the conflict requires that the teacher first helps the children define the problem. Then, she encourages the children to come up with creative ways to solve the problem. This technique fosters cooperation and builds stronger relationships.

3. Sometimes it is best to ignore the situation and let the children settle their own conflicts within the limits already set. This helps them learn the consequences of their behavior.

4. Acting as a mediator and helping the children give and take until a compromise is reached is another way to handle conflicts.

5. Redirecting the attention of the children involved in the conflict provides a cool-down period. After a suitable "calm" is gained, the problem can be solved by another method.

It's important for teachers to learn and be able to use these various approaches in order to help children learn effective conflict resolution skills. The major approaches to conflict resolution discussed in this section and the techniques used in each are discussed in length in William J. Kriedler's Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom K-6.

VIII. THE ROLE OF THE TEACHER

The purposes of this section are to:

- identify the characteristics of a quality SACC staff person,
- explore the responsibilities of the SACC teacher.

RATIONALE:

Regardless of the size of the SACC program, there are certain tasks that must be accomplished. Some of the tasks have to be done daily, others periodically, and still others only once or twice a year. Depending on the size and organization of the SACC program, the role of the SACC teacher could include some or all of the following tasks: supervising and directing personnel, overseeing the overall operation of the on-site program, conducting regularly scheduled staff meetings, carrying out the enrollment process, maintaining children's records, planning and providing orientation for parents of SACC children, training staff and publicizing the program, planning and carrying out and evaluating a daily program of activities, gathering/creating the materials and resources to work with, interacting daily with the children and their parents, and changing the program as needed. The SACC director decides which of the tasks will be performed by the SACC teacher.

Whether they are called teachers, counselors, activity directors, facilitators, caregivers or leaders, SACC staff are what distinguishes a quality program from a mediocre program.

[School-Age Child Care: An Action Manual, Ruth Kramer Baden, Andrea Genser, James A. Levine, Michelle Seligson, Wellesley College Center for Research on Women, Auburn House Publishing Company, Dover Massachusetts, 1982.]

EXERCISE 27:

List the characteristics you have that you feel make a good SACC teacher/staff member. Compare your list of characteristics with those on the following pages of the rationale. How do you rate? Not all SACC teachers/staff will possess all the characteristics listed, but the list does set a standard for which to strive.

CHARACTERISTICS OF QUALITY STAFF

The most important component of any SACC program is the adults who work with the children. When asked "What do you look for in staff to work with children in the after school setting?", directors attending Childcare Resources' 1989 Fall School-Age Workshop most frequently offered the following characteristics:

A person who really likes children, enjoys children, understands children and likes being with children. An effective staff person is one who can enjoy being involved in activities with all kinds of children: the bright and not so bright, the cooperative and affectionate children and the rebellious, harder to reach children; the attractive and the unkempt children; the passive and adventurous children. Staff must be able to relate to the special needs of school-age children -- their ups and downs, their interests, concerns and problems -- and not be afraid of their independent and challenging nature. Staff must be able to listen to and understand the language of the children.

A person who is flexible and responsive to the needs of the children. Staff need to be able to regroup at a moment's notice. They need to be able to let the children tell them what they want to do and when they want to do it. They must be able to "go with the flow"!

A person who knows a lot about a lot of things. Good SACC staff persons have many abilities and interests they are able to share with the children. They are able to answer questions and find answers to questions. They need to know about and be able to talk about subjects such as the "in" things, body changes, alcohol, drugs, sexuality, sex and generally what's happening in the world. After providing the space, materials and instructions, they act as consultants, giving help when needed.

A person who can maintain order and discipline in a positive manner. Children come into the SACC program after having spent most of the day in a very structured environment with structured activities and strict rules. An effective caregiver understands the "why's" of behavior. This knowledge is used to guide the children's efforts toward self direction and maturity. It takes a special person to help the children direct their pent-up energies into appropriate non-chaotic activities. It takes patience, creativity and perseverance to provide the support and guidance the children need without stifling their enthusiasm and impeding their struggle for independence and self identity. It also takes a person who can be firm, fair and consistent when dealing with disciplinary situations.

A person who is creative. A quality SACC program is more than just keeping children safe and busy until their parents pick them up. The staff must plan and provide a program that is responsive to the developmental needs of the children it serves. In order to do this staff must have knowledge of the developmental stages of school-age children and be able to assess the children's needs and interests and plan activities that will meet these needs. They must also be able to use the available space, materials and equipment in creative ways in order to provide a program that is appropriate, fun and challenging for the children.

A person who has a good sense of humor. Children who have been in a restrictive environment most of the day can find a variety of ways to release their pent-up energy. Some

methods will be appropriate and some will not. Having a sense of humor can lighten the intensity surrounding the situations and produce an atmosphere in which resolutions can more easily be worked out.

A person who can organize a program that is suitable for school-age children. There are so many activities that can be offered in a SACC program and such a short period of time in which to do them. The SACC staff persons have to be able to plan and schedule activities and events so the children can make the most of their time and their efforts. They have to make use of the available resources to enhance their plans and activities.

A person who will serve as a positive role model for the children. Although families and peer relationships of school-age children are of primary importance at this stage in their development, adults can still play a significant role in their lives. That is why it is extremely important to have staff that will provide positive role models for the children; staff who are honest, warm, trustworthy, dependable, resourceful and fair; staff who respect the individuality of each child; staff who display positive attitudes toward all children despite their sex, race, or physical abilities; staff who mirror, to some extent, the cultural and ethnic backgrounds of the children being served; and staff who have the ability to help children settle their differences in appropriate ways and who consistently encourage each child to be the best he or she can be.

A person who can communicate effectively. It is important to have a staff person who not only knows the SACC program but who is familiar with the regular school program and is able to discuss the needs and concerns of both programs with the school staff and with parents. The SACC staff person must be able to listen to, understand and talk with the children and parents. The SACC staff person also serves as a link between the program and the community.

A person who can keep accurate records. The SACC staff person must be one who is self-disciplined and makes a diligent effort to maintain legible, orderly, accurate records.

A person who maintains a professional appearance. The Staff person is clean and neat and dresses appropriately in accordance with school/center polices.

RESPONSIBILITIES OF THE SACC TEACHER

EXERCISE 28:

Write down what you see your role as a SACC teacher to be. Did you include some of the following responsibilities?

The role of the SACC teacher encompasses a wide range of responsibilities. Among these are to:

1. Create an environment for learning through play by arranging the equipment to encourage children to actively participate;
2. Plan an appropriate program based on the characteristics, needs and interests of the children;
3. Develop a classroom schedule that fits into the overall program schedule;
4. Keep open lines of communication with parents, volunteers, public school staff and SACC administrators;
5. Supervise, evaluate and train staff;
6. Access community resources;
7. Participate in training;
8. Maintain records.

The responsibility of the SACC teacher to create a learning environment, to plan and to schedule were discussed on pages 26 through 54 in this manual. The rest of the responsibilities of the teacher will be discussed in the pages that follow.

COMMUNICATING WITH PARENTS, VOLUNTEERS, PUBLIC SCHOOL STAFF AND SACC ADMINISTRATORS

Communicating With Parents

It is extremely important to build strong relations with parents if a program intends to develop a high quality experience for children and their families.

EXERCISE 29:

List four ways you involve parents in your SACC program. How many of these involve communicating with parents? How many of the following suggestions did you include in your list?

Communicating with parents can take many forms. Programs should encourage visits by parents and have written procedures for receiving input and maintaining open communication. One way to lay the groundwork for a good relationship is to meet the parents before the child enrolls. At this time the parents can be introduced, both verbally and in writing to the program's philosophy, policies and procedures. Staff should talk frequently with parents, during pick-up time, parent meetings and community get-togethers. Sharing information about a child helps to develop a positive relationship between the teacher, the program and the parent. When possible, parents should be involved in designing the program and setting policies and procedures. Parents tend to be more supportive of programs they understand and have ownership in.

WAYS TO COMMUNICATE WITH AND INVOLVE PARENTS

- Send out a monthly newsletter. Let the children be involved in its production and dissemination. Include up-coming events, school news, news about families, children, staff and community happenings.

- Have parents participate on special interest and planning committees for classroom activities. This allows parents to be actively involved in what their children do.

- Have a parent information board with pertinent articles, notices, reminders and notes about the day.

- Encourage parents to visit the program at any time. Send out special invitations for field trips and special events.

- Have regular parent meetings. In order to plan future parent meetings, at the first meeting survey parents' interests, convenient meeting times and ways they would like to be involved. To increase attendance, start off with a pot luck dinner and provide supervision for the children during the meeting.

- Hold scheduled parent conferences at least twice a year. During this time talk one-on-one to the parents and get to know them, learn about what they want for their child, their concerns, fears and expectations. They, in return, can get to know you and learn about your expectations, plans, and concerns.

- Plan special family events such as picnics, dinners, game nights, holiday and/or seasonal parties, and programs to be presented by the children.

- Invite parents to share their special skills or experiences. For example, immigrants can

come and talk with the children about life in another country; a carpenter might come and help the children build bookshelves or special storage for their equipment and materials; other parents may come to talk about their jobs or share their knowledge of subjects that are of interest to the children such as computers, various types of collections, animals, sports, painting, crafts, etc.

- Encourage parents to familiarize themselves with the information in the parent handbook. The parent handbook can be discussed at the first parent meeting or at an orientation meeting at the beginning of the school year. Most parents appreciate knowing what to expect from the program and learning about their responsibilities to the program. It is important to have a parent handbook that includes all the pertinent information about the program. Parent handbooks are discussed in greater detail in the director's manual, DEVELOPING A QUALITY SCHOOL-AGE CHILD CARE PROGRAM.

[Adapted from "What Role Do Parents Play in a School-age Child Care Program?" Kentucky School-Age Child Care Project, Technical Assistance Paper Number 2, page 7-8, which was adapted from "Encouraging Parent Participation in School-Age Program," Shelly Bokman, School-age NOTES, March/April, 1984.]

Communication With Volunteers

To effectively use volunteers in the SACC program requires planning and communication. The teacher needs to plan when volunteers are to participate and what they are going to be doing. She also needs to communicate to them what their responsibilities are to the children and to the program and what they can expect from the program and its staff.

The key to a good volunteer program is successful volunteers. SACC staff can help volunteers be successful by providing them the support they need, by listening to and taking suggestions from them and by showing appreciation for their efforts.

Communication With Public School Staff

Throughout this manual the importance of good communication between SACC staff and the public school staff has been stressed. Whether it is communication regarding sharing space, materials and equipment or in dealing with children at risk, effective communication ensures that expectations of both the public school and the SACC staffs are understood. Working together will positively affect both programs and increase the benefits to the children.

Communication With SACC Administrators

There also needs to be open communication between SACC administrators and SACC staff. The administrators develop the policies, procedures and guidelines for the SACC program. When the staff are knowledgeable of and follow the policies, procedures and guidelines and offer a quality program, administrators are more likely to be supportive of them.

At SACC program meetings, staff and administrators have the opportunity to discuss not only problems that may arise but also the successes and future plans of the program.

SUPERVISING, EVALUATING AND TRAINING STAFF

EXERCISE 30:

Think about the SACC staff you supervise. Now, as you perceive them, list your responsibilities to this staff. Compare your list with the suggestions that follow.

Supervising Staff

Supervision of staff is an on-going task. It may take the form of observing and recording behaviors, modeling desired behaviors, providing examples of desired behaviors, checking an employee's work, helping to set goals and develop plans, or helping to develop proficiency in a given area. As you supervise your staff:

Make your expectations clear. Tell them what the job is, how you want the job done, when the job is to be done and ask them to do it that way. In some instances you may want to describe the results or end product you expect and then discuss with the employee the procedures/process(es) that can be used to accomplish those results. Clarifying classroom expectation, scheduling and lesson planning is a must!

Model appropriate work habits. Show the staff by your actions what you value - take your work seriously, be punctual, use your time wisely, go beyond job requirements. Set a standard and accept nothing less.

Reward staff for acceptable work. Thank them for their efforts. Praise them when they improve. Be sincere with your praise and don't go overboard! Find out what type of reinforcement works for each staff member and use it. When staff believe they are valued, this belief is reflected in their job performance.

Listen to your employees. Make a habit of listening to your employees. Try to understand their points of view. Ask their opinions, then listen with an open mind before giving directions or offering advice.

Train your staff. Share your knowledge of the organization, services offered and ways things should be done. Share what you have learned from your work experience. Keep your staff informed about training opportunities related to their jobs. Encourage them to grow professionally.

Some of these suggestions may not be within your power to do. Nevertheless they are worth considering and discussing with supervisory staff.

[Portions taken from "Six Keys To Motivation," Practical Supervision, Sample Copy; Professional Training Associates, Inc., 212 Commerce Blvd., Round Rock, Texas 78664, 1988.]

Evaluating Staff

EXERCISE 31:

Obtain a copy of the personnel evaluation form(s) used by your SACC program. In your program's Employee Handbook, turn to the evaluation procedure. Evaluate the form and the evaluation procedure as you read the following.

Evaluations should be viewed as a learning process, not as a tally sheet of rights and wrongs. Evaluations are a tool to:

- assess staff's performance;
- help staff better understand their job;
- help staff set goals for achieving a higher level of job performance.

The following are suggestions for conducting effective evaluations.

Have the staff person complete a self evaluation prior to the scheduled evaluation.

Clarify the purpose of the review. Make sure employees understand how their work is evaluated, and what the purpose of the review/evaluation session is and how the evaluation will affect their job status. Clarifying the purpose of the review will also help you stick to the important points in the review session.

Keep the purpose of the review simple. The most effective reviews are those that help the staff person fulfill her work potential. This may include:

- reprimands for continually being late or spending too much time on personal business,
- praise for having creative ideas and taking initiative,
- suggestions of ways to turn satisfactory work into excellent work.

Conduct the review/evaluation as an exchange of information, not as a report card. The best type of evaluation form is one that keys in on job responsibilities and provides a format that encourages an honest exchange of information between the supervisor and the staff. This type of evaluation form is not only easier to handle but is more logical.

Have an agenda and stick to it. Let the employee know in advance what will be addressed in the review. Ask the employee beforehand if there are other subjects she would like the review to include. This not only makes the review a two-way communication but allows you time to prepare for them. Setting an agenda will help you both focus on what needs to be discussed. A logical sequence to a review would include:

Review of past performance. What the employee has accomplished since her last review in relation to the goals she set during that review.

Analysis of the present. The employee's work habits, working relationships with others, update on the organization and how any changes affect the employee.

Planning for the future. The emphasis of the review should be on the plan for the future that the supervisor and the employee work out together. The plan should include ways for the employee to improve, the employer's expectations of the employee until the next review, any changes in the evaluation process between now and the next review, the type of support or help the employee can expect from the employer or other supervisory staff.

["Making the Most of Employee Reviews," Practical Supervision, Sample Copy; Professional Training Associates, Inc., 212 Commerce Blvd., Round Rock, Texas 78664, 1988.]

Training Staff

The evaluation process provides the teacher with clues to what types of training will benefit the staff person. Since training is generally the responsibility of the director, it is the responsibility of the supervising teacher to make the director aware of staff needs. Making staff aware of outside training opportunities and encouraging their participation is still another way teachers say to staff, "I believe in you - you have potential."

Training is also a day-to-day process that may incorporate demonstration teaching, informal discussions and observations with feedback.

PARTICIPATING IN TRAINING

Teachers have a responsibility to themselves and their programs to take advantage of training opportunities that will enhance their knowledge and skills of working with children.

EXERCISE 32:

Look at your skills as a teacher. List on a sheet of paper your strengths and areas in which you need to improve.

Based on this self-evaluation, list two areas of training which will enhance your strengths and two areas of training which will address your needs for improvement.

Make an appointment to discuss these training needs with the SACC supervisor.

ACCESSING COMMUNITY RESOURCES

EXERCISE 33:

List the resources in your neighborhood that are available to you. After reading the section below, add to your list.

Children need to feel a part of their community. They need to understand and respect the place where they live. This helps them feel proud of who they are. For these reasons a quality school-age program is knowledgeable about and involved in the community it serves. A program derives many benefits from being active in the community and making the community aware of what it offers. Programs may get donations of goods such as scrap paper from a print shop, recycled computer paper from a large business, "edible mistakes" from a bakery, surplus or useable irregular products from local manufacturers and services such as free vision screening, tours of plants and businesses, class pictures, help and support from experts and much more.

Community resources include places to go such as libraries, stores, parks, museums, theatres, factories, businesses, playgrounds, recreational facilities, farms, zoos, and art galleries. Other resources include community youth organizations such as the 4-H, Scouts, and Little League and people from the community who may visit the program on a regular basis and share their time and expertise with the children.

For other resources check with your local United Way and the Community School Coordinator's office. Other suggested resources are listed in APPENDIX D.

[Portions taken from Kentucky School-age Child Care Project: Technical Assistance Paper Number 8; "School-age Child Care Licensing?"]

MAINTAINING RECORDS

A SACC teacher is required to maintain complete, accurate records. The types of records she is required to maintain will depend on the program. The two most common types of classroom records are attendance records and children's progress records.

AVOIDING BURNOUT

EXERCISE 34:

How can you and your co-workers use the information below to reduce the stress you feel?

All of us have specific needs that must be met if we are to function well. Meeting these needs should be given high priority because not meeting them may set off a chain

reaction which ends in "burnout." It is important for supervisors to be able to recognize the symptoms/signs of burnout in themselves and in other staff.

Stress is one of the major factors in staff burnout. There are numerous articles and books written about how to deal with stress. Most "stress theories" have physical, psychological, and social components. For example:

Physical:

There are a number of physical exercises prescribed to help overcome the effects of stressful situations such as:

Take deep breaths. Breathe deeply through the nose and concentrate on how the abdomen expands as the lungs are filled. This takes the mind off what is bothering the individual for the present.

Stretch. Stand up. Raise the arms above the head and stretch left for a count of 1-2-3-4. Stretch right for a count of 1-2-3-4. Repeat this several times. This not only takes the mind off the present events, but helps to loosen the tight muscles in the body.

Take a brisk walk or run around the block.

Climb the stairs instead of taking the elevator.

Take an exercise break.

Maintain your health. Follow a healthy diet and obtain adequate rest.

Play! Choose a computer game or put together a puzzle to renew energy.

Psychological:

Imagine something pleasant from the past. Visualize the scene or event in detail. Call upon all the senses to help recapture the moment. Eventually the stress fades and is replaced with a more pleasant feeling.

Spend time alone each day, even if it's only a few minutes.

Do something each day that you enjoy.

Finish something so you can have a sense of accomplishment.

Laugh!! It's therapy in itself. Share jokes with someone, think of funny situations, seek out co-workers with good senses of humor.

Hug someone. This will help calm you down and take your mind off the things that are causing you stress.

Don't take yourself and your job too seriously.

Social:

Find someone who will listen to your complaints without interrupting or giving unsolicited advice.

Have contact with other adults whose company you enjoy.

Get involved with someone and/or something that is not related to your job.

CONCLUSION

Providing quality care for school-age children takes the concerted efforts of a number of dedicated people all striving toward the same goal. Every person who comes in contact with the child has the opportunity to impact that child's life in some way. This is a responsibility SACC staff must take seriously. In order to ensure that the impact is positive, SACC staff must be knowledgeable of what school-age children need and the best ways to meet those needs. Hopefully, this manual has provided the basic information needed by SACC staff to plan and implement a quality SACC program. The manual should be only a beginning. SACC staff have a responsibility to themselves, the SACC program and the children in their care to continue learning and striving to make care for all children QUALITY CARE!

IX. APPENDIXES

APPENDIX A

BIBLIOGRAPHY

Activities for School-Age Child Care, Rosalie Blau, Elizabeth H. Brady, Ida Bucher, Betsy Hiteshew, Ann Zavitkovsky, Docia Zavitkovsky, Office of Child Development, Department of Health, Education and Welfare, Washington, D.C., 1971.

A Handbook For Extended-Day Programs, Alabama State Department Of Education Community Education Section and Center For Rehabilitation Resources, Auburn University at Montgomery, Montgomery, Alabama, September, 1989.

An Intergenerational Adventure: A Training Curriculum for Older Adult Caregivers Working With School-age Children During the Hours After School, Dale Fink, School-age Child Care Project, Wellesley College Center For Research on Women, Wellesley, Massachusetts 02181, 1985

Have You Tried This?, Bulletin # 23, 1976
101 Ways to Improvise, Bulletin # 20, 1975, State of Alabama Department of Education

Caring Spaces, Learning Places: Children's Environments That Work, Jim Greenman,Exchange Press Inc., P.O. Box 2890, Redmond, Washington 98073, 1988.

Child Care Information Exchange, "An Ounce of Prevention: How To Write an Employee Handbook," Joe Perreault and Roger Neugebauer, 17916 NE 103rd Court, Redmond, Washington 98052; January 1988.

Child Care Information Exchange, "School-Age Day Care: Developing A Responsive Curriculum" and "School-Age Day Care: Selecting and Motivating Staff," Excerpts printed in the 1989 SACCF Conference Handout Booklet.

Children's Play and Playgrounds, Joe Frost and Barry L. Klein, Playgrounds International, 1983.

Creative Conflict Resolution, William J. Kreidler, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025, 1984.

Creating Environments for School-Age Child Care, Child Environment Series, Military Child Care Project, U.S. Government Printing Office, Washington, D.C. 20402; August, 1980.

Half A Childhood: Time for School-Age Child Care, Judith Bender, Charles H. Flatter, Barbara Schuyler-Hass Elder, School-Age Notes, P.O. Box 120674, Nashville, Tennessee 37212, 1984.

How To Develop And Present Staff Training Courses, Peter R. Sheal, Kogan Page, Ltd., London, 1989.

Kentucky School-Age Child Care Project: Technical Assistance Papers:
Number 2; "A Great Place To Be: Developing A High Quality School-Age Child Care Program"
Number 8; "School-Age Child Care Licensing?"

Origins of Intelligence In Children, Jean Piaget, Interpreted by Margaret Cook, International University Press, 1966.

Parenting In A Free Nation Volume III: Later Childhood and Adolescence, Ethel Kawin, American Foundation for Continuing Education, 19 South LaSalle Street, Chicago 3, Illinois, 1963.

Planning and Administering Early Childhood Programs, Celia Anita Decker & John R. Decker, Merrill Publishing Company, Columbus, Ohio, 1988.

Practical Supervision, "Making the Most of Employee Reviews" and "Six Keys To Motivation"; Professional Training Associates, Inc., 212 Commerce Blvd., Round Rock, Texas 78664, 1988.

Preschool Perspectives, Parenting Press, Inc., 7744 31st Ave. NE, Seattle, Washington 98115:
Volume I / Issue 1, September 1984; "RX for Administering Medication" and "Training and Evaluating Student Aides"
Volume I / Issue 2, July 1985; "Record Keeping: The Volunteer Folder"
Volume I / Issue 9, May 1986; "Keeping Staff Dynamic" and "Plans That Prevent Panic"
Volume I / Issue 10, June 1985; "Special Ways to Say 'Thank You'"
Volume II/ Issue 7, March 1986; "Problem Solving for Supervisors"
Volume III/Issue 8, April 1987; "Center's Training Geared to Teacher's Experience"
Volume III/Issue 9, May 1987; "Field Trips - Springboard to Creativity," "Loving Hands Link Generations," and "Successful Parent Involvement"
Volume IV/ Issue 3, November 1987; "Crisis Management" and "Web of Cooperation"
Volume IV/ Issue 5, January 1988; "Classroom Crisis Management: The Situations They Forgot To Train You For"
Volume IV/ Issue 7, March 1988; "Teacher Evaluation: Helping Teachers Explore Possibilities"
Volume IV/ Issue 8, April 1988; "Parent Help Made Easy," and "In Support of Low Teacher-Child Ratio"
Volume IV/ Issue 10, June 1988; "Enhancing Interviews With Core Questions"
Volume V / Issue 9, May 1989; "Alone Time"

SACC Newsletter, A Publication of the School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, Massachusetts 02181:
Volume 1/ Number 2, "Staff Development"
Volume 2/ Number 1, "The Start Up Process"
Volume 2/ Number 2, Fall 1984; "SACC / Special Needs: The Legal Framework"
Volume 2/ Number 3, April 1985; "SACC In the Public Schools"
Volume 3/ Number 1, September, 1985; "Young and Old To Benefit From 'AgeLink'"

Volume 4/ Number 2, March 1987; "Serving Older School-age Children: The Next Frontier"
Volume 5/ Number 1, November/December 1987; "Quality"

Sample Forms and Suggested Materials For Day Care Centers, Developed by the Office of Day Care, Alabama Department of Human Resources, 1989.

School-Age Child Care: An Action Manual, Baden, Genser, Levine, and Seligson, Wellesley College Center for Research on Women, Auburn House Publishing Company, Dover, Massachusetts; 1982.

School-Age Child Care: A Policy Report, Michelle Seligson, Andrea Genser, Ellen Gannett, Wendy Gray, A Publication of the School-Age Child Care Project, Wellesley College Center For Research On Women, Wellesley, Massachusetts; December, 1983.

School-Age Child Care: A Resource Guide for Kentucky, Kentucky School-Age Child Care Project Department of Social Services and Department of Education, University of Kentucky.

School-Age Child Care Technical Assistance Paper, Paper No. 8, Massachusetts Office For Children; April, 1989.

School-Age NOTES, P.O. Box 120674, Nashville, Tennessee 37212
November/December 1984, "Setting Up And Taking Down, How To Survive In Shared Space" March/April 1985, "Plan Now For Summer"
May/June 1988, "Why We Stopped Summer Care"

School's Out!: Group Day Care for the School-Age Child, Elizabeth Prescott and Cynthia Milich, Pacific Oaks College, 714 West California Blvd., Pasadena, California 91105, 1974.

School's Out - Now What?: Creative Choices for Your Child, Joan M. Bergstrom, Ten Speed Press, Berkeley, California, 1984.

Somebody Cares: Model School-Age Programs for Latchkey Children in Texas, Nancy H. Beaver; The Corporate Child Development Fund for Texas, 4029 Capital of Texas Highway South, Suite 102, Austin, Texas 78704-7920, 1988.

SOS Kit For Directors: Supervising, Organizing and Supporting Staff, Childhood Directors Association, Toys and Things Press, St. Paul, Minnesota, 1987.

SCHOOL-AGE CHILD CARE RESOURCE LIBRARY

NOTE: Many of the materials and resources used in the preparation of this manual are available through the Community Education Resource Library. To obtain a listing of the Library's holdings and information regarding lending procedures, contact:

Community Education Section
Alabama State Department of Education
Gordon Persons Building, Room 3328
50 North Ripley Street
Montgomery, Alabama 36130-3901

Telephone: 1-800-448-9423.

Webster's New World Dictionary, Second College Edition, David B. Guralink, editor, Simon and Schuster, Inc., New York, New York, 1984.

APPENDIX B

DEFINITIONS

AGE APPROPRIATE - What is suitable or proper for children of a particular age (e.g., a trike is an appropriate piece of equipment for a four-year-old but not for a one-year-old).

BRAINSTORMING - A method of soliciting ideas from a group of people. Done well, it can trigger creativity, strengthen teamwork, build group energy and lead to problem solving. The ideas/ responses offered by the participants are recorded/charted by the leader/trainer exactly as they are offered, without explanation, discussion or judgement. Creative or divergent thinking is encouraged - all responses are accepted. After all responses have been charted, they may then be grouped, categorized, discussed, built upon, combined, and evaluated. Categorical rejection of an idea is avoided.

DEVELOPMENTALLY APPROPRIATE - There is a range of developmental skills which may occur at varying times for children of the same age. These are referred to as stages in the child's development. Developmentally appropriate refers to what is suitable or proper for children at a particular stage in their development.

INTEREST CENTERS/ DISCOVERY AREAS - These terms are often used interchangeably to mean a physically defined space where children can involve themselves in activities of their own choosing that "interest" them. Here they are free to explore the materials and equipment in the area in their own way and at their own pace.

LEARNING CENTERS - Designated spaces designed with a specific purpose in mind. Often there is a predetermined outcome and/or product that is to result from working in a particular area.

MINIMUM STANDARDS - Standards set by the state regulatory agency (DHR).

- Department of Human Resources) in an attempt to assure the public at large and the consumer in particular that minimum safety and health conditions exist for the children in licensed child care facilities. Not all SACC programs are licensed by DHR. Programs housed in and/or operated by public schools are regulated by the school system. Programs housed in and/or operated by churches are regulated by the church authorities. Many church-operated programs choose to acquire a license from the state regulatory agency.
The minimum requirements not only serve as a screening tool to help prevent unhealthy, poor quality child care, but provide a good picture of what should be considered when an individual is interested in starting a new center. Minimum standards are just that -- minimum -- the least one has to do. Quality programs require much more!

ROLE PLAY - "Role playing" is a technique of "acting" out the way individuals may behave/function in various situations. It can provide an objective, non-threatening way of looking at our own behavior, decisions and values; allow us to step into another individual's place and examine possible solutions to problem situations; and try on new roles.
Participation should be on a volunteer basis. After the role play, "players" are usually asked for their opinions, feelings and comments before the observers are given an opportunity to

discuss what they have observed.

SACC - School-age child care.

SCHOOL-AGE CHILD - A child who attends kindergarten or above. School-age children who attend SACC programs are usually between the ages of 5 and 13 years.

SACC PROGRAM/EXTENDED DAY CARE - Any program or facility operated on a regular basis which provides supervised group care for school-age children. Such a program may operate before and/or after regular school hours and may also operate during school vacations, holidays and during the summer. The SACC program provides a planned daily program of activities.

APPENDIX C

ORGANIZATIONS AND AGENCIES PROVIDING TECHNICAL ASSISTANCE AND TRAINING

ALABAMA STATE DEPARTMENT OF EDUCATION
COMMUNITY EDUCATION SECTION
Gordon Persons Building, Room 3328
50 North Ripley Street
Montgomery, Alabama 36130-3901

ALABAMA ASSOCIATION ON YOUNG CHILDREN (AAYC)
Box 870388
Tuscaloosa, Alabama 35487-0388
(An affiliate of NAEYC and SACUS)

CHILDCARE RESOURCES
309 North 23rd Street
Birmingham, AL 35203
Contact person: Training Coordinator
Telephone: 252-1991
Quarterly Newsletter: The Resource

COUNTY AFFILIATES OF NAEYC
Contact AAYC for the local affiliate contact person and address.

STATE DEPARTMENT OF HEALTH AND HUMAN RESOURCES
Office of Family and Child Services
Contact local Department of Human Resources (DHR) for information.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)
1834 Connecticut Avenue, NW
Washington, D.C.
Bimonthly Journal: Young Children

SOUTHERN ASSOCIATION ON CHILDREN UNDER SIX (SACUS)
Box 5403 Brady Station
Little Rock, Arkansas 72215
Quarterly Journal: Dimensions

APPENDIX D

SPECIAL INTEREST ORGANIZATIONS

Alabama Conservancy
2717 7th Avenue South
Birmingham, Alabama 35233
205-322-3126

Alabama Department of Conservation
and Natural Resources
Administration Building
64 North Union Street
Montgomery, Alabama 36130
205-261-3151

Alabama Forestry Commission
513 Madison Avenue
Montgomery, Alabama 35233

Alabama Wildflower Society
Route 2, Box 115
Northport, Alabama 35476
205-633-7930

Alabama Wildlife Federation
P.O. Box 2102
Montgomery, Alabama 36102-9990
205-832-WILD

Alabama Wildlife Rescue Service
2107 Marlboro Avenue
Birmingham, Alabama 35226
205-663-7930
Hotline: 320-6189

American Badminton Association
P.O. Box 237
Swartz Creek, Michigan 48473

International Kite Flyers
Association
6636 Kirley Avenue
McLean, Virginia 22101

American Checker Federation
3475 Belmont Avenue
Baton Rouge, LA

American Jr. Bowling Congress
5301 South 76th Street
Greendale, Wisconsin 53129

American Red Cross
Contact local chapter

Boy Scouts of America
Contact local organization

Boys' Club
Girls Inc. of Central Alabama
Contact local organization

Camp Fire Inc. (National)
4601 Madison
Kansas City, Missouri 64112

Girl Scouts of America
National Office
830 3rd Avenue
New York, New York 10022

4-H Program
Contact local Cooperative
Extension Service or
Alabama Cooperative Extension
Service
Duncan Hall
Auburn, Alabama 36849

National Audubon Society
950 Third Avenue
New York, NY 10022
Birmingham Chapter
P.O. Box 314
Birmingham, Alabama 35201

National Campers & Hikers Assoc.
7172 Transit Road
Buffalo, New York 14221

National Association of Rocketry
182 Madison Drive
Elizabeth, Pennsylvania 15037

National Fed. of Music Clubs
1336 North Delaware Street
Indianapolis, Indianapolis 46202

Puppeteers of America
Box 1061
Ojai, California 93023

Ranger Ricks Nature Club
1412 16th Street NW
Washington, D.C. 20036

Sierra Club
530 Bush Street
San Francisco, California 94108

U.S. Chess Federation
186 Route 9W
New Windson, New York 12550

Center for Environmental Research and Service
Cowart Hall
Troy State University
Troy, Alabama 36082
205-566-4424

Also contact the following:

Art Guilds
Drug Prevention Programs
Parks and Recreation Departments
Teen Pregnancy Prevention Programs
Theatre/Drama Groups

APPENDIX E

ACTIVITY RESOURCE BOOKS

ARTS/CRAFTS:

A Handbook of Arts and Crafts for Elementary and Junior High School Teachers, 3rd edition, W. Wankelman, et al., William C. Brown, Dubuque, Iowa, 1974.

An Activities Handbook for Teachers of Young Children, 2nd edition, D. J. Croft and R. D. Hess, Houghton Mifflin, Boston, Massachusetts, 1975

"Arts and Activities," Journal of Art Education (Articles on sewing, stitchery, sewing by hand or machine), September 1967; October 1967; November 1967; May 1968.

Art and Environment: An Art Resource for Teachers, A. W. Pattemore, Van Nostrand Reinhold, Cincinnati, Ohio, 1974.

Arts and Crafts for All Seasons, B. B. Linse, Fearon Publishers, Belmont, California, 1969.

Basic for Young Children, L. Lasky and R. Mukerji, National Association for the Education of Young Children, Washington, D.C., 1980.

Batik Art and Craft, revised edition, N. Krevitsky, Van Nostrand Reinhold, Cincinnati, Ohio, 1973.

Bits and Pieces - Imaginative Uses for Children's Learning, Association for Childhood Education International, Washington, D.C., 1967.

Children's Art from Deep Down Inside, N. R. Cole, John Day, New York, New York, 1966.

Collage and Construction, H. Weiss, Addison-Wesley, Reading, Massachusetts, 1958.

Contemporary Batik and Tie-Dye Methods, D. Z. Meilach, Crown, New York, New York 1973.

Crafts for Kids, P. Guth, TAB Books, Blue Ridge Summit, Pennsylvania, 1975.

Crafts for the Classroom, E. W. Linderman and M. M. Linderman, Macmillan, New York, 1977.

Creative Activities for Young Children, M. Mayesky, et al., Delmar, Albany, New York, 1975.

Creative Art for the Developing Child, C. Cherry, Fearon Publishers, Belmont, California, 1972.

Do Your Own Thing with Macrame, L. LaBarge, Watson-Guptill, New York, New York, 1973.

Easy Weaving, D. Lightbody, Lothrop, Lee and Shepard, New York, New York, 1974.

Handicrafts and Hobbies, M. Ickis, editor, Greystone, New York, New York, 1948.

How to Make Cornhusk Dolls, R. Wendorff, Arco, New York, New York, 1973.

Introducing Macrame, E. Short, Watson-Guptill, New York, New York 1973.

Making Things: The Handbook of Creative Discovery, A. Wiseman, Little, Brown, Boston, Massachusetts, 1973.

Paper, Ink and Roller, H. Weiss, Addison-Wesley, Reading, Massachusetts, 1958.

Patchwork for Beginners, S. Green, Watson-Guptill, New York, New York, 1973.

Recipes for Art and Craft Materials, H. R. Sattler, Lothrop, Lee and Shepard, New York, New York, 1973.

Simple Weaving, A. Marthamm, Taplinger, New York, New York, 1969.

Simple Weaving: Designs, Material, Technique, G. Kroncke, Van Nostrand Reinhold, Cincinnati, Ohio, 1973.

Stitchery for Children, J. Enthoven, Van Nostrand Reinhold, Cincinnati, Ohio, 1967.

The Illustrated Hassle-Free Make Your Own Clothes Book, S. Rosenberg and J. Wiener, Straight Arrow, San Francisco, 1971.

The Stitchery Book: Embroidery for Beginners, I. P. Miller and W. Lubell, Doubleday, Garden City, New York., 1965.

The Stitchery Idea Book, B. Rush, Van Nostrand Reinhold, Cincinnati, Ohio, 1974.

The Whole Kids Catalog, P. Cardozo and T. Menten, Bantam Press, New York, New York, 1975.

Tie and Dye as a Present Day Craft, A. Maile, Taplinger, New York, New York, 1971.

Whitman Creative Art Books, Whitman Publishers, Racine, Wisconsin, 1967.

BLOCKS/CONSTRUCTION

A Cardboard Carpentry, J. D'Amato and A. D'Amato, Lion Press, New York, New York, 1966.

Bits and Pieces - Imaginative Uses for Children's Learning, Association for Childhood Education International, Washington, D.C., 1967.

Blocks, A Tool of Learning, A. Franklin, Bank Street College of Education, New York, New York, 1960.

Blocks in the Curriculum, C. Antin, Early Childhood Education Council of New York, New York, 1952.

"Carpentry for Young Children," M. Brandhofer, Young Children, October 1971: pages 17-23.

Helping Young Children Learn, 2nd ed., E. G. Pitcher, et at., Charles E. Merrill, Columbus, Ohio, 1967.

The Art of Block Building, H. M. Johnson, Bank Street College of Education, New York, New York, 1933.

The Block Book, E. S. Hirsch, editor, National Association for the Education of Young Children, Washington, D.C., 1974.

"The Many Purposes of Blockbuilding and Woodworking," M. Rudolph and D. H. Cohen, Young Children, October 1964: pages 40-46.

Understanding Children's Play, R. E. Hartley, et at., Columbia University Press, New York, New York, 1952.

Wooden Toys and Games You Can Make Yourself, W. E. Schutz, Macmillan, New York, New York, 1975.

Wooden Toys That You Can Make, W. G. Alton, Taplinger, New York, New York, 1972.

Woodworking for Children, M. Moffitt, Early Childhood Education Council of New York, New York, New York, 1968.

Woodworking for Everybody, 4th revised edition, J. G. Shea, Van Nostrand Reinhold, Cincinnati, Ohio, 1970.

Woodworking for Young Children, P. Skeen, A. P. Garner and S. Cartwright, National Association for the Education of Young Children, Washington, D.C., 1983.

DRAMATICS:

Costumes for All Ages, All Occasions, R. Gardner, David McKay, New York, New York, 1970.

Creating With Materials for Work and Play, Association for Childhood Education International, Washington, D.C., 1969.

Creative Dramatics Handbook, H. Ehrlich, editor, National Council of Teachers of English, Urbana, Illinois, 1974.

Creative Dramatics for Children, E. Gillies, Association for Childhood Education International, Washington, D.C., 1973.

Creative Dramatics in the Classroom, 2nd edition, N. McCaslin, David McKay, New York, New York, 1974.

Dramatic Play and Cognitive Development, L. C. Perryman, Bank Street College of Education, Publication #22, New York, New York, 1962.

Indoor/Outdoor Recreation Pack, Broadman Press, Nashville, Tennessee, 1976.

More Short Musical Dramas for Children, Derrell Billingsley, Broadman Press, Nashville, Tennessee, 1980.

Musical Stories for Puppets and People, Ed Seabough and Terry Kirkland, Broadman Press, Nashville, Tennessee, 1977.

Short Musical Dramas for Children, Derrell Billingsley, Broadman Press, Nashville, Tennessee, 1973.

"Something Out of Nothing," J. B. Moncure, Young Children, October 1964: pages 38-39.

Storytelling and Creative Drama, D. W. Chambers, William C. Brown, Dubuque, Iowa, 1970.

COOKING:

A Pumpkin in a Pear Tree: Creative Ideas for Twelve Months of Holiday Fun, A. Cole, et al., Little, Brown, Boston, Massachusetts, 1976.

A Kids Cooking, A. Paul and A. Hawkins, Archway, New York, New York, 1971.

Arts and Crafts You Can Eat, V. Cobb, J. B. Lippincott, Philadelphia, Pennsylvania, 1974.

Betty Crocker's Cookbook for Boys and Girls, Western, New York, New York, 1984.

Cooking Activities for the Retarded Child, Ellen House Kahan, Abington, Nashville, Tennessee, 1974.

Cook and Learn, Beverly Veitch and Thelma Harms, Addison-Wesley, Menlo Park, California, 1981.

Cookbook: A No Cook and Learn Book, Imogene Forte, Incentive, Nashville, Tennessee, 1983.

Cooking and Eating With Children - A Way to Learn, Association for Childhood Education International, Washington, D.C., 1974.

Cooking in the Classroom, Janet Bruno and Peggy Dakan, Pitman Learning, Belmont, California, 1974.

Cooking With Kids, Carolyn Ackerman, Gryphon House, Mt. Ranier, Maryland, 1981.

Cooking With Kids, Patricia Taylor, Bergh Publishing Groups, Somers, New York, 1983.

Cool Cooking for Kids, Pat McClenahan and Ida Jaque, Pitman Learning, Belmont, California, 1976.

"Cooking in the Curricula," H. Galen, Young Children , January 1977: pages 59-68.

Easy Gourmet Cooking for Young People and Beginners, B. Kohn, Bobbs-Merrill, New York, New York, 1973.

I Can Make A Rainbow, Marjorie Frank, Incentive, Nashville, Tennessee, 1976.

I Made It Myself Cookbook, V. Kositsky, B. McFarlane and M. Swenson, Merritt, Berkeley, California, 1973.

Kids in the Kitchen, Nellie Edge and M. Leitz Pierr, Peninsula, Port Angeles, Washington, 1975

Kid's Kitchen Takeover, Sara Stein, Workman, New York, New York, 1975.

Kids in the Kitchen Cookbook, L. Levine, Macmillan, New York, New York, 1973.

Many Hands Cooking: An International Cookbook for Girls and Boys, Terry T. Cooper and Marilyn Ratner, Harper and Row, New York, New York, 1974.

Metric Milk Shake and Witches Cakes, G. Johnson and G. Povey, Citation Press, New York, New York, 1976.

Mommy, Would You Come Into the Kitchen Please, E. Berger, et al., California Children's Lobby, Sacramento, California, 1973.

More Than Graham Crackers: Nutrition Education and Food Preparation, With Young Children, National Association for the Education of Young Children, Washington, D.C., 1979.

"Popping Corn," R. C. Engel, Young Children, January 1965: pages 186-187.

Science Experiments for Young Children, V. Carmichael, Southern California Association for the Education of Young Children, Los Angeles, California, 1969.

Science Experiments You Can Eat, V. Cobb, J. P. Lippincott, Philadelphia, Pennsylvania, 1972.

Smashed Potatoes: A Kid's Eye View of the Kitchen, J. Martel, editor, Houghton Mifflin, Boston, Massachusetts, 1974.

Starter Set Co-op Cooking, Recipe Chart, Barbara Johnson, Early Educators, Lake Alfred, Florida, 1978.

Sticks and Stones and Ice-Cream Cones, Phyllis Fiarotta, Workman, New York, New York, 1973.

"Teachers Guide to Educational Cooking in the Nursery School: An Everyday Affair," N. Ferreira, Young Children, November 1973: pages 23-32.

The Cooking with Kids Cookbook, M. Peppiatt, Price, Stern, Sloan, Los Angeles, California, 1983.

The Good Food Cook Book, K. Croft, R and E Research Associates, Saratoga, California, 1971.

The Kids Cookbook, Pat Barrett and Rosemary Dalton, Nitty Gritty Productions, Concord, California, 1975.

The Kids Kitchen Takeover, S. Stein, Workman, New York, New York, 1975.

The Mother-Child Cook Book, N. Ferreira, Pacific Coast Publishing Company, Menlo Park, California, 1968.

The Natural Foods Cookbook: 151 Good Things to Eat, J. Pinkwater, Four Winds Press, New York, New York, 1975.

"What in the World is Cooking in Class Today? Multiethnic Recipes For Young Children," V. Kositsky, Young Children, November 1977: pages 23-31.

GAMES:

Games, Mary Hohenstein, comp., Bethany House, Minneapolis, Minnesota., 1980.

Games for Fun, Mildred Wade, Broadman Press, Nashville, 1978.

Games: Some Old, Some New, All Fun to Do, Imogene Forte, Incentive, Nashville, 1983.

Children's Games from Many Lands, N. Millen, Friendship Press, New York, New York, 1965.

ICHPER Book of Worldwide Games and Dances, International Council on Health, Physical Education, and Recreation, Washington, D.C.: American Association for Health, Physical Education and Recreation, 1967.

Inexpensive Equipment for Games, Play and Physical Activities, C. B. Corbin, William C. Brown, Dubuque, Iowa, 1972.

Parachute Movement Activities, Ron French and Michael Horvat, Front Row Experience, Bryon, California, 1983.

The Cooperative Sports and Games Book: Challenge Without Competition, Terry Orlick, Pantheon Books, New York, New York, 1978.

The Incredible Indoor Games Book, Bob Gregson, David S. Lake Publishers, Belmont, California, 1982.

The New Fun Encyclopedia, " Games," E. O. Harbin, Abingdon, Nashville, Tennessee, 1983; Vol. 1.

The World Book of Children's Games, A. Arnold, Fawcett World Publishing, New York, New York, 1975.

MUSIC/MOVEMENT:

A Galaxy of Games for the Music Class, Margaret Athey and Gwen Hotchkiss, Parker, New York, New York, 1975.

And A Time To Dance, N. Canner, Plays, Boston, Massachusetts, 1975.

A Rhyme, a Riddle, a Song, Grace Hawthorne and Buryl Red, Broadman Press, Nashville, Tennessee, 1974.

Come Follow Me, Terry Kirkland, Van Ness, Nashville, Tennessee, 1984.

Children's Art From Deep Down Inside, N. R. Cole, John Day, New York, New York, 1966.

Children Dance in the Classroom, G. Dimondstein, Macmillan, New York, New York, 1971.

Children Discover Music and Dance, E. D. Sheehy, Columbia University Press, New York, New York, 1968.

Creative Movement in the Primary School, J. Russell, Frederick A. Praeger, New York, New York, 1968.

Dance: A Creative Art Experience, 2nd ed., University of Wisconsin Press, Madison, Wisconsin, 1957.

Explore and Discover Music, M. V. Marsh, Macmillan, New York, New York, 1970.

First Book of Creative Rhythms, R. B. Saffran, Holt, Rinehart and Winston, New York, New York, 1963.

Fun Book About Hymns, Jane Burdeshaw, Convention Press, Nashville, Tennessee, 1983.

Fun Book About Singing, Bill Green, Convention Press, Nashville, Tennessee, 1983.

Fun Book About Theory, Book 1, JoAnn Butler, Convention Press, Nashville, Tennessee, 1983.

Fun Book About Theory, Book 2, JoAnn Butler, Convention Press, Nashville, Tennessee, 1983.

Good Morning, Morning!, Terry Kirkland, Broadman Press, Nashville, Tennessee, 1981.

I Can Make A Rainbow, Marjorie Frank, Incentive, Nashville, Tennessee, 1976.

Learning Through Movement, B. Rowen, Columbia University Press, New York, New York, 1963.

Materials of Dance as a Creative Art Activity, B. Mettler, Mettler Studios, Tucson, Arizona, 1960.

Melody, Movement and Language: Teachers Guide of Music in Game Form for Preschool and Primary Grades, M. Burnett, R. and E. Research Associates, Saratoga, California, 1973.

"Movement as Creative Interaction with the Child," S. W. Stinson, Young Children, September 1977: pages 49-53.

Music and Instruments for Children to Make, J. Hawkinson and M. F. Faulhaber, Albert Whitman, Chicago, Illinois, 1969.

"Music and Motion: The Rhythmic Language of Children," P. Andrews, Young Children, November 1976: pages 32-36.

Music and Movement Improvisation, M. B. Stecher and M. McElheny, Threshold Early Learning Library, Macmillan, New York, New York, 1972; Vol. 4.

Music in Elementary Education: Enjoy, Experience and Learn, M. M. Lament, Macmillan, New York, New York, 76.

Music in Today's Classroom: Creating, Listening and Performing, L. R. Land and M. A. Vaughan, Harcourt Brace Jovanovich, New York, New York, 1973.

Pocket Book of Fun Songs, Terry Kirkland and Richard Ham, Broadman Press, Nashville, Tennessee, 1974.

Pocket Book of Rounds, Terry Kirkland and Richard Ham, Broadman Press, Nashville, Tennessee, 1977.

Sing and Move, Derrell Billingsley, Van Ness, Nashville, Tennessee, 1983.

Sticks and Stones and Ice-Cream Cones, Phyllis Fiarotta, Workman, New York, New York, 1973.

Your Children Need Music, Marvin Greenberg, Prentice-Hall, Englewood Cliffs, New Jersey, 1979.

PUPPETS:

Crafts for the Classroom, E. W. Linderman and M. M. Linderman, Macmillan, New York, New York, 1977.

Creating With Puppets, R. Kampmann, Van Nostrand Reinhold, Cincinnati, Ohio, 1972.

Do-It-In-A-Day Puppets: For Beginners, M. W. Adair, John Day, New York, New York, 1964.

Easy Puppets, G. Pels, Thomas Crowell, New York, New York, 1951.

Fell's Guide to Hand Puppets, D. Richter, Frederick Fell, New York, New York, 1970.

Finger Puppets: Easy to Make and Fun to Use, L. Ross, Lothrop, Lee and Shepard, New York, New York, 1971.

Folding Paper Puppets, S. Lewis and L. Oppenheimer, Stein and Day, New York, New York, 1962.

Let's Look at Puppets, A. R. Philpott, Whitman, Racine, Wisconsin, 1966.

Let's Start a Puppet Theatre, B. E. Andersen, Van Nostrand Reinhold, Cincinnati, Ohio, 1973.

Playmaking With Children from Kindergarten Through Junior High School, 2nd edition, W. Ward, Appleton-Century-Crofts, New York, New York 1957.

Potpourri of Puppetry, E. Bates, West Texas State University, Canyon, Texas, 1974.

Puddles and Wings and Grapevine Swings, Imogene Forte and Marge Frank, Incentive, Nashville, Tennessee, 1982.

Puppet and Pantomine Plays, V. Howard, Sterlinng, New York, New York, 1971.

Puppet-Making, C. J. Alkema, Sterling, New York, New York, 1971.

Puppet Plays for Young Players, L. Mahlmann and D. C. Jones, Plays, Boston, Massachusetts, 1974.

Puppets and Plays: A Creative Approach, M. H. Batchelder and V. I. Comer, Harper and Row, New York, New York, 1956.

Puppet Shows Using Poems and Stories, L. Ross, Lothrop, Lee and Shepard, New York, New York, 1970.

Puppet Theatre, M. Lee, Essential Books, Fair Lawn, New Jersey, 1958.

Puppetry - A Tool for Teaching: A Guide for Teachers on the Use of Puppetry in Education, J. Peyton. Bojabi Tree and the Theater of Education and Puppetry Arts, New Haven, Connecticut, 1975.

Puppetry for School Children, D. Currell, Charles T. Branford, Newton Centre, Massachusetts, 1970.

The Art of the Puppet, B. Baird, Plays, Boston, Massachusetts 1966.

The Complete Book of Puppets and Puppeteering, R. T. Hanford, Drake, New York, New York, 1976.

The Puppet Theatre Handbook, M. H. Batchelder, Harper and Row, New York, New York, 1974.

The Puppet Theatre of the Modern World, M. Niculescu, Plays, Boston, Massachusetts, 1974.

SCIENCE:

A Child's Garden: A Guide for Parents and Teachers, Public Relations, Chevron Chemical Company, San Francisco, California, 1974.

A Sourcebook for Elementary Science, E. H. Hone, et al., Harcourt Brace and World, New York, New York 1962.

Backyard: Adventures for Outdoor Explorers, Imogene Forte, Incentive, Nashville, Tennessee, 1983.

Children and Science, L. Goldberg, Charles E. Scribner's Sons, New York, New York 1970.

Creative Hands-on Science Experiences, Jerry DeBruin, Good Apple, Carthage, Illinois, 1980.

Developing Children's Thinking Through Science, R. Anderson, et. al., Prentice-Hall, Englewood Cliffs, New Jersey, 1970.

Environmental Education in the Nursery School, S. K. Shugure, National Science Teachers Association, Washington, D.C., 1972.

Elementary Science Activities for Every Month of the School Year, Dorothea Allen, Parker Publishing Company, Englewood Cliffs, New Jersey, 1981.

Hug a Tree and Other Things to Do Outdoors with Young Children, Robert E. Rockwell and Robert A. Williams, Gryphon House, Mt. Ranier, Maryland, 1983.

Messing Around with Water Pumps and Siphons, Bernie Zubrowski, Little and Brown, Boston, Massachusetts, 1981.

Mud, Sand and Water, D. M. Hill, National Association for the Education of Young Children, Washington, D.C., 1977.

Opening Up the Classroom: A Walk Around the School, S. Hucklesby, ERIC/ECE, Urbana, Illinois, 1971.

"Science and the Young Child," L. C. Perryman, Young Children October 1964: pages 47-51.

Science Experiences for the Early Childhood Years, J. D. Harlan, Macmillan, New York, New York, 1976.

Science Experiences for Young Children, R. Althouse and C. Main, Teachers College Press, New York, New York, 1975.

Science Experiences for Young Children, V. S. Carmichael, Southern California Association for the Education of Young Children, Los Angeles, California, 1969.

Science Experiments That Really Work, D. Habben, Follet, Chicago, Illinois, 1970.

Science Experiments You Can Eat, V. Cobb, J. P. Lippincott, Philadelphia, Pennsylvania, 1972.

Science on a Shoestring, Herb Strongin, Addison-Wesley, Menlo Park, California, 1976.

Science with Young Children, B. Holt, National Association for the Education of Young Children, Washington, D.C., 1977.

Shells Are Where You Find Them, E. Clemons, Alfred A. Knopf, New York, New York, 1960.

Teaching Elementary Science: Through Investigation and Colloquium, B. Lansdown, et at., Harcourt Brace Jovanovich, New York, New York, 1971.

Teaching Science in the Elementary School, D. P. Butts, Free Press, New York, New York, 1973.

Teaching Science to Children: The Inquiry Approach Applied, A. E. Friedel, Random House, New York, New York, 1972.

The Child and Science: Wondering, Exploring, Growing, R. L. Roche, Association for Childhood Education International, Washington, D. C., 1977.

The Development of the Child's Self, L. Peller, Early Childhood Education Council of New York, New York, New York, 1958.

The Sense of Wonder, R. Carson, Harper and Row, New York, New York, 1965.

"The Wonderful World of Water Play," D. Harris, P.T.A Magazine, June, 1967.

Toy Book, S. Caney, Workman, New York, New York, 1972.

"Water, Water, Everywhere," J. Guillaume, Parents' Magazine, August, 1959.

Young Geographer, L. S. Mitchell, Agathon, New York, New York, 1934.

UNIT PLANNING:

Amazing Days, Randy Harelson, Workman, New York, 1979.

Bookends, Michele Borba and Dan Ungaro, Good Apple, Carthage, Illinois, 1982.

Children Around the World, Jane Caballero and Derek Whordley, Humanics Limited, Atlanta, Georgia, 1983.

Children Are Children Are Children: An Activity Approach to Exploring Brazil, France, Iran, Japan, Nigeria, and the U.S.S.R., Ann Cole, et at., Little and Brown, Boston, Massachusetts, 1981.

838 Ways to Amuse a Child, June Johnson, Harper and Row, New York, York, 1983.

Encyclopedia of Activities for Teaching Grades K-3, Hal Malehorn, Parker Publishing Company, Englewood Cliffs, New York, 1975.

Holiday Movement Activities, Jean Stangl, Front Row Experience, Byron, California, 1984.

Holidays: Special Ways to Celebrate Special Days, Imogene Forte, Incentive, Nashville, Tennessee, 1983.

Kids' America, Steven Caney, Workman, New York, New York, 1978.

K-3 Teacher's Classroom Almanac, Hal Malehorn, Parker Publishing Company, Englewood Cliffs, New Jersey, 1981.

Superkids, Jean Marzollo, Harper and Row, New York, New York, 1981.

The Circle Time Book, Liz and Dick Wilmes, Building Blocks, Dundee, Illinois, 1982.

The Big Book of Recipes for Fun, Carolyn B. Hass, CBH Publishing, Northfield, Illinois, 1980.

The Friendly Classroom for a Small Planet, Priscilla Prutzman and M. Leonard Burger, Avery, Wayne, New Jersey, 1978.

The New Teacher's Almanack: Practical Ideas For Every Day of the School Year, Dana Newmann, Center for Applied Research in Education, West Nyack, New York, 1980.

CHILDREN'S LITERATURE:

A to Zoo: Subject Access to Children's Picture Books in Print, W. Carol Lima, Bowker, New York, New York, 1982.

Handbook for Storytellers, Caroline F. Bauer, American Library Association, Chicago, Illinois, 1977.

Learning to Love Literature, Committee on Literature in the Elementary Language Arts, Linda L. Lamme, National Council of Teachers of English, Urbana, Illinois, 1981.

Let Loose on Mother Goose, Terry Graham, Incentive, Nashville, Tennessee, 1982.

Literature and the Child, Bernice E. Cullinan, Harcourt, Brace, Jovanovich, New York, New York, 1981.

The Creative Use of Children's Literature, Mary Ann Paulin, Shoe String, Hamden, Connecticut, 1982.

The Elementary School Library Collection, 14th ed., Lois Winkel, editor, Brodart, Williamsport, Pennsylvania, 1984.

The Read-Aloud Handbook, Jim Trelease, Penguin, New York, New York, 1989.

Through the Eyes of a Child: An Introduction to Children's Literature, Donna E. Norton, Merrill, Columbus, Ohio, 1983.

APPENDIX F

SUGGESTED RESOURCES

The books listed below are extremely helpful when starting a SACC program or when staff need help in a particular area. SACC staff should have access to the books on this list. Many of these books can be checked out of the School-Age Child Care Resource Library (address provided at the end of this section).

Child Care Information Exchange, Joe Perreault and Roger Neugebauer; 17916 NE 103rd Court, Redmond, Washington 98052, 1988.

Creative Conflict Resolution, William J. Kreidler, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025, 1984.

Creating Environments for School-Age Child Care, Child Environment Series, Military Child Care Project, U.S. Government Printing Office, Washington, D.C. 20402; August, 1980.

Kentucky School-Age Child Care Project Technical Assistance Papers, School-Age Child Care Unit, Kentucky Department of Education, 1730 Capitol Plaza Tower, Frankfort, Kentucky 40601.

Preschool Perspectives, Parenting Press, Inc., 7744 31st Ave. NE, Seattle, Washington 98115.

School-Age Child Care: An Action Manual, Baden, Genser, Levine, and Seligson, Wellesley College Center for Research on Women, Auburn House Publishing Company, Dover, Massachusetts, 1982.

SACC Newsletter, A Publication of SACC Newsletter, A Publication of the School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, Massachusetts 02181.

School-Age Child Care Technical Assistance Paper, Massachusetts Office For Children; April, 1989.

School Age NOTES, P.O. Box 120674, Nashville, Tennessee 37212

School's Out - Now What?: Creative Choices for Your Child, Joan M. Bergstrom, Ten Speed Press, Berkeley, California, 1984.

SCHOOL-AGE CHILD CARE RESOURCE LIBRARY

NOTE: To obtain a listing of the Library's holdings and information regarding lending procedures, contact:

Community Education Section
Alabama State Department of Education
Gordon Persons Building, Room 3328
50 North Ripley Street
Montgomery, Alabama 36130-3901

Telephone: 1-800-448-9423.